

## Implementation of the Rational Emotive Behavior Therapy (REBT) Approach in Fostering Students' Learning Motivation

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### Abstract

Learning is a process that is pursued by each individual in order to achieve a better change and increase insight. It can be obtained through individual experiences with their interactions in the surrounding environment. This article analyzed the implementation of the Rational Emotive Behavior Therapy (REBT) Approach in fostering students' learning motivation. The method used a literature review, where the author conducts a literature review on the variables discussed, the results of which are presented in the form of document descriptions and arguments. While the review process involves several stages, first, giving coded the data, evaluated and looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions. This study was entirely dependent on secondary data in the form of field details that have been published in various scientific publication journals. The results showed that the Rational Emotive Behavior Therapy (REBT) approach can increase students' learning motivation because this approach views humans as individuals who have a tendency to think irrationally and rationally. The Rational Emotive Behavior Therapy (REBT) approach eliminate emotional disorders that can damage the individual such as anxiety, feelings of hatred, feelings of fear, feelings of trouble, anger. Through the REBT approach, individuals with emotional disorders are treated to have high learning motivation so that the potential in students can develop optimally

**Keywords:** Rational Emotive Behavior Therapy, Learning Motivation, Emotional Disorders

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### INTRODUCTION

Children are a very precious gift given by God to humans. Children are a mandate that should be properly guarded as a manifestation of human responsibility towards God. (Rochanah, 2019) Therefore, parents must provide full support so that the potential in children can grow and develop properly, including in the learning process. Learning is a process that is pursued by each individual in order to achieve a change for the better. The changes that are expected to be achieved can be related to knowledge or insight or changes in behavior. The changes that individuals get can be obtained from the individual's own experiences related to their interactions with the surrounding environment.

Pasaribu and Hilgard define motivation as a condition that exists within the individual that makes the individual concerned perform certain actions in achieving the

expected goals. (Daud, 2012) This means that individuals who have motivation in themselves, then the individual concerned will make an effort to achieve the goals to be achieved. So that you don't just stay silent in achieving a goal, but there are actions to achieve it. Types of motivation according to the division of Woodworth and Marquis in Sardiman, among others:

- Motives or organic needs. Included in this motif are the needs to fulfill the human body, namely eating and drinking, breathing, sex, and the need to rest.
- Emergency motives, among which are part of this motive is the urge to save oneself from threatening dangers such as murder, the urge to take revenge, the urge to try to achieve the expected goals, and the urge to hunt. The emergency motive is caused by an external stimulus.
- Objective motives. This motif relates to various needs to explore, manipulate, and to take interest. This motive is present as an encouragement to be able to deal with the outside world effectively.

Viewed from various points of view, each student has different learning motivations from one another. Therefore, learning motivation is divided into two, namely:

- Intrinsic motivation, is motivation that arises and is present from within the individual concerned in the form of a desire to be successful and is an encouragement for learning needs, achieving hopes and achieving goals.
- Extrinsic motivation, is motivation that arises because it is driven from outside such as awards received, a comfortable learning environment, and an interesting learning process.

In addition to the convenience of school facilities and infrastructure, that among the ways that can be pursued by a teacher in realizing conducive learning is to provide motivation so that students are motivated to study well. (Siti & Rochanah, 2019).

When a student feels motivated, the student concerned will be more active and diligent in learning and very concentrated in his learning activities. Therefore, fostering student learning motivation is something that must be done so that every student is able to enjoy their learning activities ideally. This is because low student motivation will have a negative impact that can harm students. Just as students cannot develop their capacity to the fullest.

Learning that takes place in schools, one of the goals is to achieve the expected results, namely the achievement of maximum achievement in terms of cognitive knowledge. Therefore, it is necessary to have support to achieve these results. This is because the desire that arises in every parent is that the growth and development of children can run optimally, physically and mentally healthy, intelligent, have a strong faith and have good character. To achieve these expectations, there is a need for motivation in children. (Rochanah, 2016) Motivation is a very important driver in the child's learning process. The presence of happy emotions and a growing sense of enthusiasm and passion in the learning process is a role that is present in motivation. So it is very important to have motivation in the child's learning process.

This can be interpreted that when students have high motivation to learn, they will also spend a lot of time in the learning process. Likewise, when students lack motivation or no motivation is received, it will be difficult for children to spend time in learning. Students with high learning motivation will certainly be easy to carry out their obligations as students, for example when they come home from school, they will swiftly do the homework they receive from school. Students with high motivation will not delay any school responsibilities they receive. They always have a blazing spirit and never give up in the face of all the problems that befall them. (Hapsyah et al., 2014).

Learning motivation that exists in students is closely related to the skills and potential of the teacher. So that when students have good learning motivation and are supported by good teacher abilities, it will be very possible for the objectives of the

learning and teaching process in the classroom to run well according to the expected goals. The achievement of learning objectives obtained by students is the result of motivation. So it can be said that motivation plays an important role in efforts to achieve academic success in students. Academic success in students in addition to having a beneficial side for themselves, is also beneficial for those in the surrounding environment. (Hapsyah et al., 2014). Motivation is the foundation that encourages someone to act in doing something. Motivation and learning, both are related to each other. Learning is a change in behavior that is permanent and as a result of the drive to achieve the expected goals. (Muhadi, 2017) Problematic/deviant behavior in students can be caused by different factors. (Hidayat & Nurhayati, 2022) So regarding the learning process, the existence of motivation in students is felt to be very necessary, especially for students who have learning difficulties. This is what makes researchers interested in reviewing the literature on the importance of motivation in growing the learning motivation of students who have difficulty in learning.

From what is described above, the author can conclude that the presence of motivation will make students move, namely moving towards the intended direction and making them move continuously. So it can be concluded that the learning motivation that exists in students will encourage them to achieve the expected goals. The presence of motivation should be owned by every student without exception. Motivation is very important for students who already have a passion for learning or students who have difficulty in learning.

Nelson-Jones & Corey stated that rational-emotional-behavioral counseling is a cognitive-behavioral approach. The figure who developed the REBT Theory was Albert Ellis in 1955. At first this theory was more familiar with the term Rational Therapy, and was later changed to Rational Emotive Therapy (RET). (Hartati & Rahman, 2017) This approach is an evolution of the behavioral approach. The counseling process in this approach emphasizes that problematic actions that appear in a person are caused by irrational thinking. That the problematic actions shown by students started from their thoughts that failure would befall them in learning activities that they considered difficult. The Rational Emotive Behavior Therapy (REBT) approach is a counseling approach that helps clients to be able to change their irrational perspectives and beliefs to become rational. The REBT approach helps to change attitudes, ways of thinking and perceiving. 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 able to produce positive thinking 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 Rational Emotive Behavior Therapy (REBT) approach is very beneficial for students, especially students who experience difficulties in learning due to their way of thinking in dealing with learning difficulties. The use of the REBT approach to overcome student learning difficulties is supported by Muhadi's research with the title "Effectiveness of Group Counseling Services Using Rational Emotional Behavior Therapy (REBT) to Improve Learning Motivation of Class VII Students at SMP Negeri 8 Bandar Lampung". The results of the study concluded that group counseling services with REBT techniques were effective in increasing students' learning motivation. (Muhadi, 2017).

The research conducted by Muhadi and the research in this paper, both research the REBT approach. The difference between the research conducted by Muhadi and the research conducted by the researcher is that in the research conducted by Muhadi in the application of REBT it uses counseling services, namely group counseling. As for this paper, the application of the REBT approach does not include group counseling services. Another research conducted by Hariyanti is related to "Application of Rational Emotional Behavior Group Counseling to Improve Learning Motivation of Class VIII G Students of

SMP Pendidikan Foundation 17 Surabaya". The results of research conducted by Hariyanti showed that there was an increase in learning motivation in students who had received group counseling treatment which was carried out in seven meetings within one week for class VIII students. There was a significant difference between before and after receiving group counseling on rational emotional behavior. (Hariyanti, 2013)

The research conducted by Hariyanti and the research in this paper, both research the REBT approach. The difference between the research conducted by Hariyanti and the research conducted by the researcher is that in the research conducted by Hariyanti, it is focused on increasing learning motivation. As in this paper, the REBT approach is more aimed at fostering learning motivation.

The results of research conducted by Hapsyah show that the use of the REBT method can make students highly motivated to learn. This is because in the REBT approach, humans are positioned as beings who think rationally and irrationally. Rational thinking is very closely related to positive things, such as the individual's ability to accept oneself, good self-awareness, and good self-care. Whereas in irrational thoughts, individuals are unable to maintain and realize themselves properly. In addition, they are also more likely to have negative emotions that will encourage them to behave negatively. (Hapsyah et al., 2014). The research conducted by Hapsyah and the research in this paper, both research the REBT approach. The location of the difference between the research conducted by Hapsyah and the research conducted by the researcher is that in the research conducted by Hapsyah, efforts to increase learning motivation are carried out with the REBT approach in it through group guidance services. As for this paper, efforts to grow students' motivation to learn with the REBT approach without going through group guidance services.

Based on several studies that have been done previously, the point of similarity between the research conducted by the researcher and the previous researchers is that this paper focuses more on how to apply the Rational Emotive Behavior Therapy (REBT) in an effort to generate motivation or encouragement for students who have problems in the learning process. Based on the description above, it can be concluded that rational emotive behavior therapy can be used to increase students' learning motivation. Therefore, it is necessary to conduct a literature review to clarify these questions.

## **METHOD**

The method used in writing this article is a literature review. Literature review is where the author conducts a literature review on the variables discussed. (Handayani et al., 2019). The results of writing this article are presented as document descriptions and arguments and authors. Data collection techniques used observation, test and Documentation.

While the analyzing data involves several stages, first, we coded the data, evaluated and looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions (Fayers & Machin, 2013). This study is entirely dependent on secondary data in the form of field details that have been published in various scientific publication journals (Snyder, 2019), especially about rational emotive behavior therapy (REBT) approach in the students' learning motivation. We found data by searching the Google Search engine using rational emotive behavior therapy, learning motivation keywords. Furthermore, lastly, we tried to design the fetus in descriptive qualitative form, how to present data by looking at the phenomenon of the rational emotive behavior therapy (REBT) approach in the students' learning motivation, so by paying attention to the previous spelling, we designed this report in the form of a qualitative study.

## RESULTS AND DISCUSSION

According to Mc Donald from Sardiman, explaining that motivation is a change in energy in a person which is characterized by the emergence of a "feeling" and precedes the response of a goal. According to the continued understanding of Mc. This Donald contains three important elements, namely:

1. This dynamic initiates the transfer of energy within each person. The development of motivation will cause changes in energy in the "neurophysiological" system that exists in the human body. Year
2. Motivation is characterized by the emergence of one's emotional meaning or "feeling". In this case motivation is related to psychological, emotional and emotional problems that can determine a person's behavior. Year
3. Motivation will be stimulated because of the purpose. Thus, motivation in this case is essentially a response to an action, namely a goal. Motivation does arise from within humans, but its emergence is due to being stimulated or driven by the presence of other elements, in this case the goal.

This goal will be related to needs. With the three elements above, it can be said that motivation is something complex. Motivation will cause a change in the energy that exists in humans, so that it will continue with problems with psychological symptoms, feelings and emotions, to then act or do something. All of this is driven by a purpose, need or desire. Another function of learning motivation is the driving force behind effort and success. That one of the benchmarks that shows that a person has gone beyond the learning process is that there is a change both in terms of knowledge, psychomotor or affective aspects (Rochanah, 2018). In the learning process, the existence of motivation becomes something that is very meaningful in its presence. The motivation that is present in the individual who is learning will have a positive impact on the individual concerned so that it will encourage the achievement of the expected changes. (Muhadi, 2017). Therefore, in order to achieve the expected learning outcomes, it is necessary to have incentives, both internal and external. This is because motivation acts as a driver so that students are able to realize maximum learning outcomes. The task of the educator is to direct that every student has high motivation in learning. (Rochanah, 2020) Educators must motivate every student, including those who have problems in learning. This is so that learning outcomes can be satisfactory as well as learning outcomes for students who do not have problems in learning. Through diligent and motivated effort, students will be able to produce good results. The intensity of student motivation will greatly determine the level of academic success.

REBT was developed by Albert Ellis in several stages. Emotional-rational behavior therapy (REBT) is an approach developed by Albert Ellis in the mid-1950s. What is emphasized in this approach is how urgent the role of the mind in one's behavior is. Initially, this approach was called rational therapy (RT). Then in 1961 Albert Ellis changed it to Rational Emotion Therapy (RET). Until finally in 1993, Ellis announced that he was changing his name from Rational Emotion Therapy (RET) to Rational Emotional Behavior Therapy (REBT) in a bulletin published by the motivational therapy institute,

The Rational Emotional Behavior Therapy (REBT) approach is a form of effort made so that the potential possessed by students is increasingly developed optimally. (Sean Marta Efastri, Azlin Atika Putri, 2018) The Rational Emotive Behavioral Therapy approach to personality can be learned from the main concepts of Albert Ellis' theory. Three pillars that form the basis for the formation of individual behavior, namely ABC Theory. ABC theory is a personality theory which is then added to D and E to accommodate changes and the desired outcomes of these changes. In addition, a G is added, placed at the beginning to give context to the individual's personality.

1. G (Goal) or goal

2. A (precursor event) is a series of external events experienced by individuals. Past events in the form of facts, events, behavior or attitudes of others. Family divorce, graduation for college students, and admission screening for prospective employees are historic events for a person.

3. B (belief) is an individual's belief, opinion, value, or self-talk about an event. Belief in a person is basically divided into two, namely rational belief (rational belief or RB) and irrational belief (irrational belief or iB). Rational belief is a way of thinking or belief that is right, rational, full of wisdom, so that it is effective. Irrational beliefs are beliefs or thoughts that are wrong, irrational, emotional, and therefore ineffective.

4. C (Consequence) is an emotional consequence resulting from an individual's response in the form of feelings of pleasure or emotional barriers to the previous event (A). This emotional consequence is not a direct result of A but is caused by several mediating variables in the form of belief (B) both rB and iB.

Furthermore, Albert Ellis also added the ABC formulas D and E. A therapist must fight (challenge; D) these irrational beliefs so that their clients can benefit from the psychological effects of positive theory (E) rational beliefs. Rational-emotional behavior therapy (REBT) is a cognitive-behavioral approach that is an evolution of the behavioral approach. In the counseling process, rational emotional behavior therapy (REBT) is concentrated on individual behavior, but rational emotional behavior therapy (REBT) emphasizes that problematic behavior in individuals is caused by irrational thinking. This could be because the REBT Approach) is a therapy for individualistic thinking. Rational-emotional behavior therapy (REBT) is a directive approach that retrains the counselee to understand the cognitive inputs that cause emotional disturbances.

REBT theory divides irrational beliefs and rational beliefs as alternatives. Demand is the first irrational belief. There are 3 kinds of demands, against yourself, against others and against life. The need to underpin other irrational beliefs, including believing that you will suffer greatly, believing that you cannot bear to be disappointed, and believing that you must be depressed. Irrational beliefs can actually be replaced by rational beliefs when individuals have non-dogmatic desires (as opposed to demands). In particular, personal beliefs about non-dogmatic desires are the source of other rationalist beliefs; confident that they will not suffer too much, confident that they can overcome disappointment, and confident that they can accept reality (Nuryani, 2017).

In Rational Emotional Behavior Therapy (REBT) the goal is to eliminate emotional disturbances that can harm individuals such as: anxiety, hatred, fear, guilt, and anger that make individuals think irrationally and personal training to be able to face the realities of life. (Faizah, 2018). This means that the main purpose of counseling with the rational emotional behavior therapy (REBT) approach is to help individuals realize that they can live more rationally and effectively.

Several previous studies that have similar scopes are almost the same as the research that the author adopted, including: First, a study entitled "The Effect of Rational Emotive Behavioral Therapy (REBT) Counseling in Reducing Anxiety for Class VIII Students at Gajah Mada Junior High School Bandar Lampung" found that Rational Emotive Behavior Therapy (REBT) has an effect on minimizing the anxiety experienced by students. This is indicated by the reduced anxiety they feel. From the results of the pretest and posttest conducted, it shows that there is a significant difference. (Thahir & Rizkiyani, 2016).

Second, research with the title Rational Emotive Behavior Therapy (REBT) Islam in Fostering Positive Mental Attitudes. The findings in this study indicate that the application of REBT theory that is integrated into Islamic values can lead a person to have a healthy and mature personality, as well as his ability to build and strengthen himself in increasing positive mental attitudes. This is because in every human body there is an intellect, nafs, heart and spirit, all of which are correlated with one another. (Paturrochmah, 2020).

Third, the research findings with the title "Rational Emotive Behavior Therapy (REBT) to Reduce Online Game in Junior High School Students" indicate that after the pre-test and post-test there is a difference in average (mean). This means that there is an influence in the application of Rational Emotive Behavior Therapy (REBT) to minimize online game in class VIII students at SMPN in West Bandung Regency. (Milatillah, 2019)

Fourth, the research entitled "Application of Rational Emotive Behavior Therapy Counseling on Increasing Students' Learning Motivation in Taking Mathematics Lessons", the research findings show that hypothesis testing through the Z test shows that there is a positive influence, namely the application of rational emotive behavior therapy is able to increase students' enthusiasm for learning in participating in mathematics lessons at the PGSD STKIP Andi Matappa study program. (Rosmawati, Andi Zam Immawan Alam, 2020)

Fifth, the research entitled Implementation of "Rational Emotive Behavior Therapy for Parents in Accompanying Children to Learn during the Covid-19", found that the use of REBT when implemented has an influence in changing behavior and rationality or patterns think in assisting children's learning process during the covid 19 pandemic. (Pebriyanti, 2020).

By referring to the five studies that have been carried out by previous researchers, the research findings contained in this study indicate that the Rational Emotive Behavior Therapy (REBT) approach is able to foster learning motivation for students who have learning difficulties. Namely through the theory of Albert Ellis. The three pillars that serve as the basis for shaping individual behavior to achieve the expected G Goals (goals) are to implement ABC Theory. rational beliefs are then added to D (challenging; D) in the form of resistance to irrational beliefs so that clients can take lessons from the psychological effects of positive theory (E) rational beliefs.

The Rational Emotive Behavior Therapy (REBT) approach can increase students' learning motivation because this approach views humans as individuals who have a tendency to think irrationally and rationally. Among the irrational thoughts in individuals are the inability to take care of themselves properly, the inability to actualize themselves and more prone to have negative emotions which are expressed through negative behavior. While rational thinking is related to positive things such as acceptance of oneself, the ability to actualize and maintain oneself well. The Rational Emotive Behavior Therapy (REBT) approach aims to eliminate emotional disturbances that can damage the individual such as anxiety, feelings of hatred, feelings of fear, feelings of trouble, anger. Through the REBT approach, individuals with emotional disorders are treated to have high learning motivation so that the potential in students can develop optimally.

By referring to the description of the data that the author has described above, this research has a positive contribution in the world of education, especially in the learning process. This paper provides insight to readers, especially educators or scientists about the efforts that can be made in providing assistance to students who have learning difficulties, namely by using the Rational Emotive Behavior Therapy (REBT) approach as an effort to foster learning motivation in the students concerned. The Rational Emotive Behavioral Therapy approach to personality can be learned from the main concepts of Albert Ellis' theory. The three pillars that serve as the basis for shaping individual behavior to achieve the expected G Goals (goals) are to implement ABC Theory. Where A (precursor event) is a series of external events experienced by the individual. B (belief) is an individual's belief or belief, opinion, value, or self-talk about an event. C is (Consequence) namely the emotional consequences obtained from the individual's response, namely feelings of happiness or emotional difficulty to the previous event (A). This emotional consequence is not a direct result of A but is caused by several mediating variables in the form of belief (B) both rB and iB. In this case, belief in a person is basically divided into two, namely rational beliefs which are then added to D (challenging; D) in the

form of resistance to irrational beliefs so that clients can take lessons from the psychological effects of positive theory (E) rational beliefs.

## CONCLUSION

Based on the results of the previous discussion, it can be concluded that among the factors that influence student achievement is motivation. The presence of motivation in students will make students more active and diligent in learning. Motivation in students is important to be raised, especially in learning at school. The Rational Emotive Behavior Therapy (REBT) approach is one of the efforts that can be done in order to provide assistance to students so that the potential possessed by students can develop optimally. Through the REBT approach, students who have low learning motivation are treated to have high learning motivation. The Rational Emotive Behavior Therapy (REBT) approach can foster learning motivation for students who have learning difficulties. The Rational Emotive Behavioral Therapy can be studied through the theory of Albert Ellis. The three pillars that serve as the basis for shaping individual behavior to achieve the expected G Goals (goals) are to apply ABC Theory. Where A (precursor event) is a series of external events experienced by the individual. B (belief) is an individual's belief or belief, opinion, value, or self-talk about an event. C is (Consequence) namely the emotional consequences obtained from the individual's response, namely feelings of happiness or emotional difficulty to the previous event (A). This emotional consequence is not a direct result of A but is caused by several mediating variables in the form of belief (B) both rB and iB. In this case, belief in a person is basically divided into two, namely rational beliefs which are then added to D (challenging; D) in the form of resistance to irrational beliefs so that clients can take lessons from the psychological effects of positive theory (E) rational beliefs.

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