

## ANALYSIS OF A RATIONAL EMOTIF BEHAVIOR THERAPY (REBT) APPROACH IN GROUP COUNSELING

Yuliani Pertiwi<sup>1</sup>, Netrawati<sup>2</sup>

<sup>1,2</sup>FIP Guidance and Counseling, Padang State University, Padang, Indonesia

<sup>1</sup>\*yulianipertiwi98@gmail.com, Netrawatineta@yahoo.co.id

**DOI:** <https://doi.org/10.21107/literasinusantara.v2n1.265>

Received: October 01, 2021

Revised: October 16, 2021

Accepted: November 09, 2021

### Abstrak

*This article discusses the Rational Emotive Behavior Therapy (REBT) Approach in groups. Rational Emotive Behavior Therapy is a therapeutic design, in counseling, this application focuses on irrational thinking as a therapy goal, modification or changing beliefs which are various emotional and behavioral consequences. It can be concluded that REBT (Rational Emotive Behavior Therapy) is an approach that is able to change the thoughts and behavior of individuals who are irrational into rational ones. REBT counseling aims to improve and change the client's irrational attitudes, perceptions, ways of thinking, beliefs and views into rational ones, so that he can develop himself and achieve optimal self-realization. In addition, REBT aims to eliminate emotional disturbances such as: hate, fear, guilt, anxiety, anxiety, anger as a result of irrational thinking, and to train and educate clients to be able to face the realities of life rationally and generate confidence, values and values. values and abilities.*

**Keyword:** Group, Counseling, Rational Emotif Behavior Therapy

## **1. Introduction**

Rational Emotive Therapy or Rational Emotive Theory began to be developed in America in the 1960s by Albert Ellis, a Doctor and Expert in Therapeutic Psychology who is also an existentialist and also a Neo Freudian. This theory was developed when he in therapeutic practice found that this system of psychoanalysis had theoretical weaknesses (Ellis, 1974). This Rational Emotive Theory is a new synthesis of classic Behavior Therapy (including Skinnerian Reinforcement and Wolpein Systematic Desensitization). Therefore, Ellis calls this therapy as Cognitive Behavior Therapy or Comprehensive Therapy. This concept is a new school of Humanistic Psychotherapy rooted in the philosophy of existentialism pioneered by Kierkegaard, Nietzsche, Buber, Heidegger, Jaspers and Marleu Ponty, which was later continued in the form of applied existentialism in Psychology and Psychotherapy, which is better known as Humanistic Psychology.

Humans are basically unique who have a tendency to think rationally and irrationally. When people think and act rationally, humans will be effective, happy, and competent. When thinking and acting irrationally the individual becomes ineffective. A person's emotional reactions are largely due to conscious and unconscious evaluations, interpretations, and philosophies. Psychological or emotional barriers are the result of illogical and irrational ways of thinking. Emotions accompany individuals who think with prejudice, are very personal, and irrational. Irrational thinking begins with illogical learning obtained from parents and the culture in which they grew up. Thinking irrationally will be reflected in the verbalization used. Illogical verbalization shows the wrong way of thinking and the right verbalization shows the right way of thinking. Negative feelings and thoughts as well as self-rejection must be countered by rational and logical thinking, which can be accepted according to common sense, and using rational verbalization.

## **2. Method**

This article discusses the rational emotive behavior therapy (REBT) approach. The type of this research method is a literature review analysis (literature research). This article will describe a scientific journal analysis that is relevant to the selected discussion.

## **3. Result and Discussion**

### **A. Key Concepts of Rational Emotive Behavioral Therapy Approach**

Rational Emotive Behavior Therapy (REBT) is a therapeutic design, in counseling or psychotherapy, the use of this design emphasizes irrational thinking as a therapeutic goal, emphasizing the modification or alteration of irrational beliefs that have various emotional and behavioral consequences. It can be concluded that REBT (Rational Emotive Behavior Therapy) is an approach that is able to change the thoughts and behavior of individuals who are irrational into rational ones.

Group therapy Rational Emotive Behavior Therapy (REBT) was born in 1959, using the ABCDE model. Albert Ellis explained that in his group therapy practice using REBT clients actively participate in debating the irrational beliefs of other group members and discussing them or debating them so that all group members can benefit from the debate (Bernard & Dryden, 2019). Rational Emotive Behavior Therapy (REBT) assumes that when people are faced with adverse events, irrational beliefs arise in themselves, resulting in dysfunctional feelings and maladaptive behavior. While rational beliefs will produce functional feelings and adaptive behavior. This means that irrational beliefs are beliefs, which do not have logical, empirical and functional support, while rational beliefs are beliefs, which have logical, empirical and functional support (Bernard & Dryden, 2019).

Rational Emotive Behavior Therapy (REBT) is based on an understanding that humans have cognitive, emotional, and behavioral potentials that are intrinsically integrated and holistic in themselves. When

humans feel, they will think and act. When man acts, he feels and thinks. When man thinks, he feels and acts. REBT helps humans convert human irrational beliefs into rational beliefs so as to improve their emotional functioning and behavior (Ellis & MacLaren, 2003). Humans have the potential to think rationally and irrationally. This is what allows humans to make mistakes and at the same time correct them or make peace with themselves (Corey, 1995).

REBT counseling aims to improve and change the client's irrational attitudes, perceptions, ways of thinking, beliefs and views into rational ones, so that he can develop himself and achieve optimal self-realization. In addition, REBT aims to eliminate emotional disturbances such as: hate, fear, guilt, anxiety, anxiety, anger as a result of irrational thinking, and to train and educate clients to be able to face the realities of life rationally and generate confidence, values and values. values, and abilities. Khaira et al (2017).

It is understood that the main goal of REBT is: to help people change their irrational beliefs to rational beliefs and thereby improve their emotional functioning and always integrative behavior (Ellis & MacLaren, 2003). Whereas in group counseling the desired end result is that the client experiences healthy negative emotions, in this case, disappointment, sadness, rather than depression. Group members learn to separate their rational (or functional) beliefs from their irrational (or dysfunctional) beliefs and to understand the origins of their emotional disturbances and those of other members. Group members are taught many ways in which they can: break free from their irrational philosophies of life so that they can function more effectively as individuals and as relational beings and learn more appropriate ways to respond so that they do not have to be bothered by the realities of life. Group members help and support each other in this learning effort (Corey, 2012).

In particular, the rational emotive behavior therapy approach assumes that individuals have the following characteristics: Individuals have a

unique potential to think rationally and irrationally, irrational thoughts come from irrational learning processes obtained from parents and their culture, humans are verbal creatures and think through symbols. and language, emotional disorders caused by continuous self-verbalization and perceptions and attitudes towards events are the root of the problem, not because of the incident itself, individuals have the potential to change the direction of their personal and social life, as well as negative thoughts and feelings and self-destruction can be attacked by reorganizing perceptions and thoughts, so that they become logical and rational.

### **B. ABC Theory**

The A-B-C theory of personality and emotional disorders is a very important element in the theory and practice of this Rational Emotive approach. A is activating experiences or trigger experiences, such as family difficulties, work constraints, childhood traumas, and other things that are considered to be the cause of unhappiness. B is Belief or beliefs, views, values, or individual self-verbalization of an event. There are two kinds of a person's belief, namely rational belief (rational belief or RB) and irrational belief (irrational belief or iB). A rational belief is a way of thinking or a belief system that is appropriate, reasonable, wise, and therefore productive. Irrational beliefs are beliefs or someone's thinking system that is wrong, unreasonable, emotional, and the faucet is unproductive. C is Emotional consequence, namely emotional consequences as a result or individual reaction in the form of feelings of pleasure or emotional barriers in relation to the antecedent event (A). This emotional consequence is not a direct result of A but is caused by several intermediate variables in the form of belief (B) both rB and iB. In addition, Ellis also adds D and E to this ABC formula. A therapist must fight (dispute; D) these irrational beliefs so that his client can enjoy the positive psychological effects (E) of rational beliefs.

A (activating event) is not the cause of C (emotional consequences). Instead, it is B, the individual's belief about A, that causes C, an emotional

reaction. For example, if a person experiences depression after a divorce, it is not the divorce itself that causes the depressive reaction, but the person's beliefs about divorce as failure, rejection, or loss of a mate. Ellis believes that rejection and failure (in B) is what causes depression (in C), not the actual divorce event (in A). So man, is responsible for the creation of his own emotional reactions and disturbances. Corey (2013: 242).

It can also be concluded that the basic concept of REBT is ABCDE, namely (A) antecedent event which is a triggering experience that triggers an individual's emotional state, then belief which is a belief that is believed by the individual, this can be in the form of positive belief or negative belief, emotional consequence which is a consequence that must be accepted by individuals for the beliefs they have, disputing which is a resistance to the beliefs they have and effects which are the effects of rational beliefs. Solikhah.(2016:16).

### **C. Roles and Functions of Group Leaders**

In achieving this ultimate goal, the group leader has several specific functions and tasks. The first task is to show group members how they have largely created their own emotional and behavioral disturbances. The leader helps group members to identify and challenge the irrational beliefs they initially accepted without doubters, pointing out how they continue to indoctrinate themselves with these beliefs, and teaching them how to modify their thinking by developing rational alternative beliefs. It is the group leader's job to teach members how to break the vicious cycle of blaming themselves and blaming others.

REBT group leaders act as psychological educators, and they tend to avoid getting too close to their members and thereby avoiding them increasing their dependency tendencies. They provide unconditional acceptance rather than warmth and approval (Dryden, 2009b). BK teachers/school counselors as group leaders in group counseling services

with the Rational Emotive Behavior Therapy (REBT) approach have four functions, namely:

- 1) Show clients that they have irrational thoughts that shouldn't be happening.
- 2) Bringing the client to the stage of realizing that he has irrational thoughts that make him disturbed.
- 3) Help clients modify their thinking.
- 4) Challenge the client to have a rational philosophy of life. Corey (1995)

#### **D. Stages of Rational Emotive Behavior Therapy Counseling**

Rational Emotive Behavior Therapy (REBT) has three stages: The first stage, the process in which the counselee is shown and made aware that they are illogical and irrational. This process helps clients understand how and why they can become irrational. At this stage the counselee is taught that they have the potential to change this. The second stage, the counselee is helped to believe that these thoughts and feelings can be handled and changed. At this stage the counselor explores ideas to determine rational goals, the counselor also develops the counselee's thinking rationally. The third stage, the counselee is assisted to continuously develop a rational mind and develop a rational philosophy of life so that the counselee is not trapped in problems caused by irrational thinking. Latipun (2011:80)

#### **E. Application of Counseling Techniques and Procedures**

REBT combines techniques to change clients' patterns of thinking, feeling, and acting. It is an integrative therapy, selectively adapting various methods that are also used in existential, humanistic, phenomenological oriented therapeutic approaches, but the emphasis is on the cognitive and behavioral dimensions (Ellis, 2001b). REBT focuses on specific techniques for changing clients' self-defeating thoughts in concrete situations. In addition to modifying beliefs, this approach helps group members see how their beliefs affect how they feel and what they do, described below:

a. REBT Cognitive Methods in Groups Several cognitive techniques are often used in REBT groups

1) Teach ABC Theory to clients undergoing individual or group therapy.

Group members are taught that no matter how or where they initially acquired their absolute "must," "must," and "must," they have the power now to begin giving up these dysfunctional beliefs. They are shown how to apply ABC theory to practical problems they face in their daily lives.

2) Active Debate of Irrational Beliefs

Group participants were taught how to examine and modify their rigid and extreme beliefs about themselves, others, and living conditions. For example, a member may cling to the extreme belief that everyone should think well of himself or his self-esteem will be irreparably damaged. REBT leaders focus on debating rigid and extreme individual ideas.

3) Teach Coping with Self-Statement

Group members are taught how to self-determination strong beliefs can be countered with reasonable, rational, and coping self-statements. They are expected to monitor how they speak by writing down and analyzing the quality of their language. For example, a member might say to himself: "I have to look good, which means to be perfect.

4) The REBT Psychoeducational Method and most cognitive behavioral therapy programs take a client-educated approach. The therapist educates group members about the nature of their problem and how treatment is likely to proceed. REBT offers many resources for dealing with common emotional issues and specific issues such as overcoming addiction, coping with depression, managing anger, understanding and coping with weight problems, being assertive, and overcoming procrastination. .

5) Cognitive Homework

Those who participated in the REBT group were given a cognitive homework assignment, consisting of ways to apply ABC theory to many problems in everyday life. Members may be given a "REBT Self-Help Form" in which they list their irrational beliefs. In the column next to them Write a statement that contradicts each irrational belief. In another column they note that rational beliefs are effective for replacing irrational beliefs. Finally, they recorded the feelings and behaviors they experienced after arriving at an effective rational belief.

#### 6) Emotive Method in REBT Group

Emotion techniques include unconditional acceptance, rational-emotive imagery, use of humor, and practice of attacking shame. Emotive techniques tend to be clear and evocative, but their primary goal is to refute the client's irrational beliefs. Group leaders teach their members that once they attain intellectual insight, they will can use a variety of methods to change their thoughts, behavior, and feelings (Dryden, 2007, 2009b).

#### 7) Unconditional Acceptance

This type of unconditional acceptance that REBT prefers creates a group atmosphere that allows members to feel personally accepted, even though some of their beliefs and behaviors are likely to be challenged.

#### 8) Rational-Emotive Image Using the rational-emotive imaging (REI) technique, group members are asked to clearly imagine one of the worst things that could happen to them. They imagine themselves in certain situations where they experience feelings of restlessness. Members then work actively to exchange their irrational beliefs for rational ones. The group therapist's role is to verify that these emotional changes are actually produced by changes in implicit beliefs.

#### 9) Use of Humor

Ellis (2001a) believes that those who are emotionally disturbed usually lose their sense of humor and take themselves too seriously. As one of his main techniques for combating the kind of overthinking that gets people into trouble, REBT uses a lot of humor. It teaches group members to laugh-not at them. themselves but in their self-defeating beliefs.

#### 10) Shame Attacking Practice

The reason for practicing shame-assault is that emotional disturbances related to oneself are often characterized by feelings of shame, guilt, anxiety, and depression. The more people directly confront and deal with the irrational beliefs behind these feelings, the less likely they are to remain emotionally disturbed.

### **F. Behavioral Methods in REBT Group**

#### 1) Role Play

There are emotional, cognitive, and behavioral components to role playing. One way to help group members experience and overcome feelings of fear is to ask them to reverse roles.

#### 2) Homework

REBT group members are encouraged to practice and work hard outside of therapy sessions as a path to personal change. Activity-oriented homework is often negotiated to help group participants make the changes they want. Negotiating homework assignments is more effective than unilaterally prescribing tasks to perform. It is also important to ask members to clarify what they will do, how often they will perform the task, and in what context (Dryden & Neenan, 2006). Work outside of group sessions can actually be more valuable to clients than work done during sessions (Ledley et al., 2005). The group leader assists members in practicing these tasks in their heads, through the process of imagination, and then encourages members to bring them into real life.

### 3) Reinforcement and Punishment

Both reinforcement and punishment are used to help group members change. Skills Training By acquiring skills they did not previously have, members will feel more confident about themselves and will experience significant changes in the way they think, feel, and behave. Group members have the opportunity to learn and practice important interpersonal skills in group sessions. They are encouraged to acquire personal and interpersonal skills by taking courses and practicing outside the group (Ellis, 2001b).

## **G. Implementation of REBT Group Counseling in Schools**

REBT is appropriate when given to students who experience their emotional and behavioral problems at school. Even Albert Ellis gave birth to a REBT technique based on his observations about the number of children or adolescents who did not make progress because they did not have a proper understanding of the events that they experienced in their family. According to Ellis, children or adolescents who do not experience progress are due to irrational thoughts or beliefs about a particular event or experience. The focus of the research is to change their irrational beliefs about past events or experiences into rational ones, so that they are expected to influence their emotional state and lead to more effective behavioral changes. Khaira et al (2017:3)

REBT has been applied to children for a wide spectrum of problems, some of which include anxiety, anger, depression, school phobia, acting, perfectionism, and low achievement (Vernon, 2004). The REBT principles and methods are aimed at the prevention of emotional and behavioral problems, which makes them an ideal model for structuring psychoeducational groups. Vernon (1989a, 1989b, 1998a, 1998b, 1998c) has created programs based on REBT principles to help children and youth apply rational skills to promote social, emotional, and cognitive

development. Vernon's program can be used in the classroom as well as in counseling groups.

Groups oriented to key concepts in REBT can be useful in dealing with not only problems at school but also problems in student interpersonal relationships and the home environment. The general aim of the group is to teach participants coping skills for everyday life and to assist students in modifying certain cognitions, emotions, and behaviors. In this educational group, participants quickly learn that change is the result of practice and hard work outside of group meetings.

#### **H. Application of Rational Emotive Behavior Approach in Groups in Multicultural Populations**

REBT has certain advantages in working with multicultural populations. If members are not challenged too soon, they can be invited to check out the place where they are behaving. Consider a group made up of members from a culture that emphasizes doing your best, cooperation, interdependence, respect for family, and hard work. Some members of this group may struggle with feelings of shame and guilt if they feel that they are not meeting the expectations set for them by their parents and family. Corey(2015:394).

#### **4. Conclusion**

From the explanation above, it can be concluded that the Rational Emotive Behavior Approach in Groups assumes that when people are faced with adverse events, irrational beliefs arise in themselves, resulting in dysfunctional feelings and maladaptive behavior. While rational beliefs will produce functional feelings and adaptive behavior. This means that irrational beliefs are beliefs, which do not have logical, empirical and functional support, while rational beliefs are beliefs, which have logical, empirical and functional support (Bernard & Dryden, 2019). When humans feel, they will think and act. When man acts, he feels and thinks. When man thinks, he feels and acts.

REBT helps humans convert human irrational beliefs into rational beliefs thereby improving their emotional functioning and behavior. Humans have the potential to think rationally and irrationally. This is what makes humans able to make mistakes and at the same time correct them or make peace with themselves, therefore we as group leaders can use the REBT approach, using various stages and techniques in the REBT approach to solve individual problems.

It is understood that the main goal of REBT is: to help people change their irrational beliefs to rational beliefs and thereby improve their emotional functioning and always integrative behavior (Ellis & MacLaren, 2003). Whereas in group counseling the desired end result is that the client experiences healthy negative emotions, in this case, disappointment, sadness, rather than depression.

## References

- Corey, G. (2015). *Theory and Practice of group counseling*. America: Cengage Learning
- Corey Gerald. 2017. *Teori dan Praktik Konseling & Psikoterapi*. Bandung: Rineka Aditama
- Khaira, I., Firman, F., & Neviyarni, S. (2017). Efektivitas pendekatan rational emotive behavior therapy (REBT) dalam meningkatkan penyesuaian sosial anak asuh di Panti Asuhan Wira Lisna Padang. *Bikotetik (Bimbingan dan Konseling: Teori dan Praktik)*, 1(1), 1-7.
- Latipun. 2011. *Psikologi Konseling*, Cet. ke-3 (Malang: UPT Penerbitan Universitas Muhammadiyah Malang.
- M. Edi Kurnanto. 2013. *Konseling Kelompok*. (Bandung: Penerbit Alfabet
- Solikhah, F. F. (2016). Efektivitas pendekatan rational emotive behaviour therapy untuk mengurangi kecanduan game online pada anak sekolah dasar di sd n jumeneng, sumberadi, mlati, sleman. *Hisbah: Jurnal Bimbingan Konseling dan Dakwah Islam*.

Tyas, P. H. P. (2015). pendekatan naratif dalam konseling Rational Emotive Behavior Therapy (REBT) untuk mengelola emosi. *Jurnal fokus konseling*, 1(2).

Thahir, A., & Rizkiyani, D. (2016). Pengaruh Konseling Rational Emotif Behavioral Therapy (REBT) dalam Mengurangi Kecemasan Peserta Didik Kelas VIII SMP Gajah Mada Bandar Lampung. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 3(2), 197-206.



© 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).