

IMPROVING STUDENT LEARNING MOTIVATION THROUGH GROUP GUIDANCE SERVICES USING THE RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT) APPROACH

DELIMA¹, NEVIYARNI², NETRAWATI³

S3 UNP Guidance and Counseling^{1,2,3}, Padang Health Ministry Polytechnic¹

Corresponding author, e-mail: delima.irfan.dea@gmail.com¹

Abstract: Learning motivation is a factor that influences student achievement/students. The encouragement of motivational learning is a thing that needs to be raised in learning efforts at school. Rational Emotive Behavior Therapy (REBT) the approach to increase learning motivation is an effort to assist students/students to be able to optimize and develop the potential possessed by students/students. This study aimed to see the effectiveness of group counseling with the REBT approach to increase students' motivation to study. The Literature Review Study Method was used to search for articles in electronic databases, namely Google Scholar, Research Gate, and PubMed/Medline. Analysis conducted by the authors of the 8 relevant articles was obtained. Support and efforts are needed from the school to carry out group counseling services with the REBT approach to students as an effort to increase student motivation in learning.

Keywords: Learning Motivation, Group Counseling, REBT

A. Introduction

Education is a basic aspect of life that aims to assist in nation-building. The law has explained that national education is useful for developing abilities and forming dignified character in the context of teaching the life of the nation (Fitriati, 2017). The realization of quality human resources cannot be separated from the role of the world of education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (UUSPN 20 of 2003) so, it can be concluded that education is the spearhead of the progress of a nation(Kurniawan et al., 2019).

To achieve this goal, an institution is needed that can be a means of organizing formal education, namely schools. Schools have an important role in educating children and shaping them into useful people for society (Fitriati, 2017). For activities to take place in this school, there will be an interaction between teachers and students, this is what is known as teaching and learning interaction where the emphasis is on motivation. Motivation has a very important role in the activities of each individual in learning. Students who have high motivation in learning show great interest and full attention to learning tasks. They focus a lot of physical and psychological energy on learning activities without knowing about boredom or giving up.

The ideal learning motivation according to Sardiman is diligence in facing the task (can work continuously for a long time, never stop before it's finished), tenacity in facing difficulties (not easily discouraged), preferring to work independently, quickly getting bored with routine tasks (mechanical things, just repeat themselves so they are less creative), can defend their opinion (if they are sure of something) and like to find and solve problems(Yaudiatama et al., 2019)

The level of student learning motivation is not the same from one person to another. A supervising teacher must be able to strive for students to be motivated to learn. Learning activities need motivation, learning outcomes will be optimal if there is motivation(Hartinah, 2016). Learning motivation can be generated, enhanced, and maintained by external conditions, such as the presentation of lessons by teachers with various media, appropriate methods, dynamic communication, and so on. Motivation can play a role in strengthening learning when a learner is faced with a problem that requires solving, and can only be solved thanks to the help of the things he is going through.(Kurniawan et al., 2019).

One of the factors that influence student achievement/students is motivation. With motivation, students will study harder, be tenacious, diligent and have full concentration in the learning or learning process. The encouragement of motivation in learning is one thing that needs to be raised in learning efforts at school. To increase student motivation in learning, group counseling services are held. This is because besides being efficient also indirectly these students will learn to socialize within a scope that might be said to be small. Counseling itself is the process of assisting clients (students) in terms of problem-solving. Group Counseling is counseling that is held in groups by utilizing the group dynamics that occur in that group. The problems discussed are individual problems that arise in the group which cover various problems in all areas of guidance(Fahmi & Slamet, 2017).

One of the counseling techniques taken from the cognitive-behavioral approach is REBT counseling or Rational-Emotive Behavior Therapy. Rational Emotive Behavior Therapy (REBT) counseling is a cognitive behavioral approach that emphasizes the relationship between feelings, behavior, and thoughts. the Rational-Emotive Behavior Therapy (REBT) approach was developed with the basic view that humans are individuals who tend to think irrationally with the capacity to re-learn to think rationally(Oktora et al., 2017).

By using this approach it is hoped that it can change the behavior of students who still often think irrationally in fostering motivation to learn in themselves, to become more rational. With the REBT approach, students are expected to be ready to study diligently so that they can get satisfactory results in the future.

B. Research Methods

The method used in writing this article is a literature review study that uses secondary data obtained from various research journals so that the quality of resulting review articles is of high quality. The database used was searched through Google Scholar, Research Gate, and PubMed/Medline. The search was carried out using the keywords "group guidance", "student counseling", "motivation", and "REBT". This study focuses on knowing the benefits of using group guidance with the REBT approach to increase student motivation to learn. Articles must be in full text and published in nationally or internationally accredited journals.

C. Discussion Result

Table 1 Results of Literature Study

N o	Article Title	Autho r	Countr y	Population	Types of research	Findings
1	Increasing Student Learning Motivation in the Eyes Learning Mathematics Through Approach Group counseling	(Fitriati, 2017)	Indonesia	Class ix.6 students of SMP Negeri 23 Bekasi in the academic year 2013/2014	Observati on	Shows significant results that applying the group guidance approach can increase student motivation in mathematics by 4.8% after cycle I and experience an increase of 8% after cycle 2 is carried out.
2	The Effect of Group Counseling Services on Student Learning Motivation	(Kurniawan et al., 2019)	Indonesia	Class XI IPS 3 SMA Negeri 1 Tawangsari	Experime nt	Students' motivation before receiving group counseling services is low with an average score of 33.625. After receiving group counseling services the average score rose to 65.63. Based on the analysis of the data by testing it can be seen that $t = 2.366$ while the Wilcoxon

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Guidance and Counseling Motivation for Grade VIII.C Students Through Group Guidance in the First Semester of the 2015/2016 Academic Year	Abdul. (2017)	SMPN 14 Mataram Semester One of the 2015/2016 Academic Year.	This research was considered successful and was stopped in cycle II. Conclusion; the application of group guidance can increase the motivation to learn guidance counseling (BK) class VIII.C students of SMPN 14 Mataram in the 2015/2016 academic year.	
7 Group Guidance With Approach Rational emotive Behavior Therapy (REBT) in Increasing Learning Motivation	(Hapsyah et al., 2019)	Indonesia Middle school students	Literature review	The research results show that students' learning motivation is an important thing needed in the process of achieving optimal learning outcomes. Student learning motivation is REBT which can help students broaden their horizons and have rational thinking in actions related to learning goals.
8 The REBT Approach to Increase Student Learning Motivation	(Oktora et al., 2017)	Indonesia Student	Literature Review	The results from several previous studies can be concluded that when students have low learning motivation, using the REBT approach can make these students/students have high motivation to learn

The results of the analysis show that the important part of the learning process is motivation. The feeling of pleasure, the growing sense of enthusiasm, and enthusiasm for learning is one of the roles that exist in motivation. There needs to be motivation given when the learning process takes place (Bahrudin, 2014). Therefore, when students have good learning motivation, it can be said that the purpose of the learning process in the classroom is successful. The learning objectives that students can achieve are the result of motivation (Hapsyah et al., 2019). Student learning motivation is closely related to the skills and abilities of a teacher in growing it. Therefore, when students have good learning motivation, the purpose of the learning process in the classroom can be said to be successful. The learning objectives that students can achieve are the result of motivation. The effort made to achieve successful learning is called motivation. The success of this study can be an achievement for others or yourself(Melinda Yanti et al., n.d.)

If students' low learning motivation is allowed to continue, it will hurt students, the worst impact that will occur is that students cannot go to class and students are not able to develop their abilities optimally. The Rational Emotive Behavior Therapy (REBT) approach to increase learning motivation is an effort to assist students to be able to optimize and developing their potential of students (Muhadi, 2017)

Guidance and counseling are very important in schools as a trigger for the growth and development of students toward good maturity in their development. Activities in guidance and counseling are indeed directed at strengthening the psychological behavior of students for the better through guidance or counseling to them. One of the counseling services that can be used to overcome the problem of motivation to learn is the group guidance service with the REBT approach(Hapsyah et al., 2019).

Muhadi (2017) uses the REBT approach as an activity to increase student motivation. Researchers say that REBT is an approach related to irrational beliefs so that they can distinguish between rational and irrational beliefs which are manifested in the form of behavior. Helping students open their horizons and have rational thinking in actions related to learning objectives is the goal of this approach. Researchers help increase client learning motivation by training them to manage mindsets and regulate behavior and feelings in students to achieve certain learning goals, including having motivation and a logical mindset in learning.

REBT is one of the approaches in group guidance with the view that humans are unique and have a tendency to think rationally and irrationally. When thinking and behaving rationally man will effective, happy, and competent. On the contrary, when thinking and behaving irrationally, the individual will be ineffective. With the REBT approach, it can help clients to change the client's irrational views and beliefs to become rational, and help change attitudes, ways of thinking, and perceptions, therefore clients are expected to be able to develop and achieve self-realization optimally. Low student learning motivation results in poor learning achievement. In the REBT approach, the counseling teacher will help students to rationalize irrational thoughts, help students grow new motivations in themselves so that their learning achievement can increase. (Nadila, Elva Yupa, 2021)

In counseling guidance, low learning motivation can be increased through the Rational Emotive Behavior Therapy (REBT) approach, in which this theory views humans as creatures with rational and irrational thoughts. Rational thinking is closely related to positive things which include individuals being able to accept themselves, being able to actualize themselves well, and being able to take good care of themselves. Meanwhile, irrational thoughts are the opposite, individuals are unable to maintain themselves properly, are unable to actualize themselves, and tend to have negative emotions that are displayed in the form of negative behavior. This is of course very important to pay attention to considering that students will later become the expected next generation of the nation, so the motivation that continues to be developed will also keep students having directed goals related to learning outcomes that can provide proud achievements.

D. Conclusions and Recommendations

Based on the results of the discussion and previous research that has been described, it can be concluded that Group Guidance with the REBT approach can increase student motivation. Because REBT is a view based on humans, which explains that individuals tend to think irrationally, one of which is obtained through social learning. REBT aims to eliminate emotional disturbances that can damage individuals such as anxiety, hate, fear, feelings of trouble, anger, and so on. REBT This approach can make students/learners highly motivated to learn.

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