

REBT'S APPROACH TO OVERCOMING STUDENTS' ANXIETY IN FOLLOWING THE NATIONAL EXAM

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DOI: <https://doi.org/10.21107/literasinusantara.v2n1.274>

Received: October 06, 2021

Revised: October 16, 2021

Accepted: November 10, 2021

Abstrak

This article aims to describe a study of the REBT approach in overcoming anxiety. Anxiety can happen to every individual. At last, It will only harm the individual himself. someone who suffers from anxiety will be afraid, not dare to take steps forward, react excessively, have no confidence, have no conviction. Individuals who experience anxiety will continue to think about bad things that have not happened in the future so that they often make the individual locked up in their irrational thoughts, because they focus too much on their anxiety So that in the end the individual will not have any progress , and this will be very detrimental to the individual. Anxiety is triggered by irrational thinking tends to cause emotional disturbances. REBT counseling is a counseling approach that deals with problems related to emotion, cognition, and behavior, by changing the client's irrational and illogical perspective. so that the client can develop himself

Keyword– REBT approach, Anxiety, National Exam.

1. Introduction

Every individual must have experienced anxiety, in everyday life there are things that will make a person feel anxious, anxiety is a feeling of fear of something that has not happened, this fear seems to threaten the individual, causing several different symptoms. In each individual, there is nausea, cold sweat, no appetite, cold sweat, panic and so on. The above disorders are physical disorders experienced by individuals who are experiencing anxiety. Not only the physical symptoms of a person experiencing anxiety, they also experience cognitive symptoms, namely the fear of facing a future that has not yet happened, everything that is in the future seems to be scary, and cannot be overcome by the individual.

Anxiety is worry about something, feeling, for example being disturbed by fear of something that will happen in the future, belief in something scary that will happen soon, fear of being unable to overcome problems (Oktapiani & Putri, 2018).

Anxiety is a normal reaction to situations that put a lot of pressure on a person's life, and it doesn't last long. (Anxiety, How to Cope with Its Causes - Google Books, n.d.)

Anxiety can be defined as an emotional state that Unpleasant, Marked by subjective feelings like tension, fear, worry and is also characterized by the activation of the central nervous system. ("Alif Mu ' Arifah Faculty of Psychology, Ahmad Dahlan University," n.d.)

From some of the opinions above, it can be concluded that anxiety can happen to anyone and everyone must have experienced it, anxiety is a fear that has not happened, or a fear of facing something that has not happened in the future, and that fear will not necessarily happen.

There are several things that can cause anxiety in individuals, namely past negative experiences and irrational thoughts. Past negative experiences can be failure, rejection etc. While irrational thoughts can be thoughts of fear of what will happen, this is caused by individual irrational beliefs and beliefs

about what will happen in the future which is not necessarily embarrassing (Oktapiani & Putri, 2018).

The main causes of anxiety can be divided into two, namely internal and external. Internal causes can be in the form of personality, desires and irrational beliefs of the individual. While the external factors of individuals experiencing anxiety is the environment around the subject. From the explanation above, it can be seen that cognitive has more influence on individual anxiety, because this can be in the form of beliefs and irrational thoughts. (Oktapiani & Putri, 2018)

The REBT approach is an approach that directs individuals to think rationally in dealing with every problem experienced by individuals, the REBT approach states that each individual will think irrationally when facing a problem that is not in accordance with his wishes.

According to Albert Ellis REBT (Rational Emotive Behavior Therapy) is a therapeutic design, in counseling or psychotherapy, the use of this design emphasizes irrational thinking as a therapeutic goal, emphasizing modification or changing irrational beliefs that have various emotional and behavioral consequences. Agrees with Ellis who explained about REBT (Rational Emotive Behavior Therapy), including feelings of anxiety, assuming that there is a danger that is threatening, and in the end will do or react to events that are unrealistic (Thahir & Rizkiyani, 2016).

From the explanation above, it can be concluded that the REBT approach can help individuals in overcoming the anxiety that is being experienced, changing irrational thinking to rational thinking, and students who have anxiety in facing exams, students / individuals who are in a state of thought. irrational. Fear of not succeeding and not being able to follow, with this REBT approach it is hoped that it can overcome the anxiety that is being experienced by students in facing exams.

Based on the description above, it can be said that this REBT approach can overcome student anxiety and this is based on research (Oktapiani & Putri, 2018) which says individual anxiety will decrease after being given individual

counseling treatment with rational emotive behavior therapy (REBT) techniques. by using various therapies in techniques of anxiety that arise due to irrational thinking will be completely resolved permanently if counseling is done not only with the client, but counseling is also given with the person closest to the client.

Thus, the technique of rational emotive behavior therapy (REBT) has an effect on overcoming anxiety resulting from irrational thought patterns, feelings, and behavior.

Not only that in research (Thahir & Rizkiyani, 2016) it was seen a decrease in anxiety from the students of SMP Gajah Muda Bandar Lampung, namely with the following results hypothesis testing using the paired sample t test and it is known that t is 24,044 mean 1873.6, 95% confidence interval of the difference, lower = 17.09965 and upper = 20.37403. Then t_{count} is compared with t_{table} $df = 18$, provided that t_{count} is greater than t_{table} ($24.044 > 1.734$) then H_a is accepted. While the comparison of the pre-test score was 55.7, post-test was 33.7, which means there was a decrease of 18.7. Reducing anxiety in students through group counseling using the Rational Emotive Behavioral Therapy (REBT) approach is carried out through several stages of counseling with four meetings. Based on the description above, the researcher is interested in conducting a literature study on the REBT approach in dealing with student anxiety.

2. Method

This study uses a type of research in the form of library research. Literature studies are related to theoretical studies and several references that cannot be separated from scientific literature (Sugiyono, 2012).

Mendes, Wohlin, Felizardo, & Kalinowski, (2020) stated that the literature research process was carried out by reviewing the literature and analyzing the relevant topics combined. Bibliography searches can take advantage of sources in the form of journals, books, dictionaries, documents, magazines and other sources without conducting field research. Apriyanti,

Syarif, Ramadhan, Zaim, & Agustina (2019). Stating that the provision of a new theory with the support of appropriate data collection techniques is a form of literature review. The technique used in data collection in this study uses secondary data, namely by collecting data indirectly by examining the object in question. (Pringgar, Rizaldy Fatha; Sujatmiko, 2020).

In this study, the data sources are obtained from relevant literature such as books, journals or scientific articles related to the chosen topic. The data collection technique used in this library research is to find data about things or variables in the form of notes, books, papers or articles, journals and so on (Arikunto & Jabar, 2010). research (Ramanda et al., 2019).

3. Result and Discussion

Anxiety

a. Understanding anxiety

Anxiety is a state of worry that complains that something scary will happen (Nevid, et al 2005). Facing extreme anxiety when facing exams, presentations, or when meeting new people, if it causes distress for the individual, interferes with the functioning of daily life and the presence of safe or avoidant behavior, it can be categorized as an anxiety disorder. (Oktapiani & Putri, 2018).

Anxiety is a painful and unpleasant emotional experience. It arises from the reaction of internal or internal tensions of the body, this tension is the result of an impulse from within or from outside and is controlled by the autonomic nervous system. For example, if a person faces a dangerous and frightening situation, his heart will move faster, his breath becomes short, his mouth becomes dry and his palms sweat, this kind of reaction then causes an anxiety reaction (Hayat, 2017).

b. Aspects of Anxiety

Gail W. Stuart (2006: 149) classifies anxiety in behavioral, cognitive, and affective responses, including:

- 1) Behavior, including: (a) restlessness, (b) physical tension, (c) tremor, (d) startled reaction, (e) fast speech, (f) lack of coordination, (g) prone to injury, (h) pulling abstaining from interpersonal relationships, (i) inhibition, (j) running away from problems, (k) avoiding, (l) hyperventilating, and (m) hypervigilance.
- 2) Cognitive, including: (a) disturbed attention, (b) poor concentration, (c) forgetfulness, (d) wrong judgment, (e) preoccupation, (f) thinking barriers, (g) decreased perceptual field, (h) decreased creativity, (i) decreased productivity, (j) confused, (k) very alert, (l) self-awareness, (m) lost objectivity, (n) fear of losing control,
- 3) Affective, including: (a) easily distracted, (b) impatient, (c) restless, (d) tense, (e) nervous, (f) fearful, (g) alert, (h) horror, (i)) worry, (j) anxiety, (k) numbness, (l) guilt, and (l) shame.

Then Shah (in M. Nur Ghufon & Rini Risnawita, S, 2014: 144) divides anxiety into three aspects, namely:

- 1) Physical aspects, such as dizziness, headache, sweaty hands, causing nausea in the stomach, dry mouth, nervousness, and others.
- 2) Emotional aspects, such as the emergence of panic and fear
- 3) Mental or cognitive aspects, disturbances in attention and memory, worry, irregularity in thinking, and confusion (Annisa & Ifdil, 2016)

c. Types of Anxiety

Sigmund Freud (in Feist & Feist, 2012), divides anxiety into three types, namely:

- 1) Anxiety Neurosis (neurotic anxiety), is a feeling of anxiety due to danger that is not known. The feeling itself resides in the ego, but arises from the impulse of the id.
- 2) Realistic anxiety, this anxiety is defined as an unpleasant and non-specific feeling that includes the possibility of danger itself.
- 3) Moral anxiety, stems from a conflict between the ego and the superego. When children develop a superego, usually at age five or

six, they experience anxiety that grows from the conflict between realistic needs and the superego's commands.

d. Factors that cause anxiety

Anxiety often develops over a period of time and largely depends on a person's entire life experience. Special events or situations can accelerate the emergence of anxiety attacks. According to Savitri Ramaiah (2003) there are several factors that show an anxiety reaction, including:

1) Environment

The environment or surroundings of the place of residence affect the way individuals think about themselves and others. This is due to unpleasant experiences for individuals with family, friends, or with co-workers. So that the individual feels insecure about his environment.

2) Repressed Emotions

Anxiety can occur if the individual is unable to find a way out for his own feelings in this personal relationship, especially if he suppresses anger or frustration for a very long time.

3) Physical Causes

The mind and body are constantly interacting with each other and can cause anxiety. This is seen in conditions such as pregnancy, during adolescence and when recovering from an illness. During these conditions, mood swings are common, and these can lead to anxiety. (Muyasaroh, 2020).

Students who experience anxiety taking exams or tests can be identified through symptoms such as students giving disproportionate responses, feeling afraid to face exams or tests, worrying about exam supervisors, not being happy with friends, students being apathetic, pessimistic, indifferent, moody. and feel hopeless about taking exams or tests. (AKBAR, 2016).

REBT Approach

a. REBT Approach

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 feelings of dysfunctional 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).

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b. Stages of Rational Emotive Behavior Group Counseling

The implementation of group counseling services through the Rational Emotive Behavior Therapy (REBT) approach has several stages known as ABCDE. According to Ellis, the stages of ABCDE are:

- 1) A = activate experience (currently happening).
- 2) B = represents people's opinion about the experience (belief).
- 3) C = emotional reaction to B (emotional and behavioral consequences).
- 4) D = removing irrational thoughts, usually with the help of a REBT counselor and replacing them with (doubtful/debating interventions).
- 5) E= effective thinking and new personal philosophy that will help clients achieve greater life satisfaction (effect) (Corey, 1995; Fearon et al., 2011; Glading, 2012). (Jordan, 2013)

c. The Purpose of Rational Emotive Behavior Therapy (REBT) Counseling

The main purpose of counseling with the Rational Emotive Behavior Therapy (REBT) approach is to help individuals realize that they can live more rationally and more productively. According to Gladding Rational Emotive Behavior Therapy (REBT) supports counselees to become more tolerant of themselves, others, and their environment. Ellis and Benard describe several sub-goals (REBT), the goals are: (a) having self-interest (self interest); (b) have a social interest (social interest); (c) have self-direction; (d) tolerance (tolerance); (e) flexible (flexibility); (f) have acceptance; (g) can accept uncertainty (acceptance of uncertainty); (h) can accept oneself (self-acceptance); (i) can take risks (risk taking); (j) have realistic expectations; and (k) have high frustration tolerance. Ellis explains that it is these irrational thoughts that are the source of calamity for the emotional turmoil of individuals, causing all kinds of problematic behavior.

According to Ellis, the traditional ABC theory of REBT counseling is: explaining that REBT is: REBT (Rational Emotive Behavior Therapy) is an individual who has irrational beliefs, in dealing with various events will experience emotional barriers (Thahir & Rizkiyani, 2016)

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 thoughts
- 4) Challenging clients to have a rational philosophy of life (Corey, 1995) (Fauziah, Neviyarni, Yeni Karneli, Netrawati. (2020).

From the study above, it can be seen that the REBT approach can reduce students' anxiety levels in dealing with exams and this is also supported by research conducted (Thahir & Rizkiyani, 2016) at Gajah Muda Junior High School Bandar Lampung where students' anxiety levels decreased after receiving REBT counseling as well as research (Oktapiani & Putri, 2018) which says individual anxiety will decrease after being given individual counseling treatment with rational emotive behavior therapy (REBT) techniques. With the decrease in the level of student anxiety when facing exams, the score or test results that students will get will also be better.

4. Conclusion

Anxiety is a state of worry that complains that something scary will happen REBT can help individuals to control the anxiety they experience that comes from irrational thoughts. These irrational thoughts and feelings can be modified by researchers using rational emotive behavior training. Everyone must have experienced anxiety, as well as students, often students feel anxious when they are about to face an exam, until in the end the student is trapped with his own irrational thoughts, that he will not be able to overcome the exams that he will face soon, and this will only harm the student because when he is in a state of anxiety, a person will not be able to bring out the best

potential in himself. The REBT approach is an approach that directs clients to continue to think rationally until the potential that exists in the individual can be released to the maximum. By using various techniques in the REBT approach, it is proven that it can reduce students' anxiety levels

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