

Original Paper

The Effectiveness of Group Counseling Services Using Rational Emotive Behavior Therapy Approach to Overcome Anxiety of Senior High School Students in Padang Tualang North Sumatera

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Abstract

Guidance and counseling have techniques and approaches to overcome anxiety, one of which is the Rational Emotive Behavior Therapy approach (hereinafter referred to as REBT). This type of research is quantitative research with experimental research design, using the design of the initial test (pretest) and final treatment (posttest). The experimental design used in this study was the experimental design of the Pre Experiment model, with the research design of The One Group Pretest-Posttest. The anxiety experienced by each group member at the pretest had a different score, with three categories of anxiety, namely high, medium, and low. The highest score was obtained 175 and the lowest score was 101. The anxiety experienced by each group member at the posttest had a different score, with two categories of anxiety, namely moderate and low.

Keywords

group counseling services, rational emotive behavior therapy approach, anxiety

1. Introduction

Anxiety can occur anywhere and anytime to someone by displaying symptoms such as: cold hands and faster heart rate. The several factors that cause a person to experience anxiety are “biological, psychological, and social”. The anxiety of students speaking in class one of them can be influenced by psychological factors related to experience and gain confidence in the experience. Through biological, psychological, and social factors, anxiety that occurs can result in students not daring to speak in class and reduce the skills that exist in him.

Public speaking anxiety is said to be one of the biggest fears experienced by Americans, about 85% experience unpleasant anxiety regarding public speaking and 15% to 20% of American students state this fear is debilitating, and severely disrupts individual work.

Anxiety can be influenced by several aspects including the aspects of mood and cognitive aspects. Mood includes feeling afraid of something that will be considered threatening, cognitive influenced by thoughts and plans to avoid something threatening. Based on this, the perceived anxiety will lead to a threatening feeling and the individual will try to think of avoiding the threat, then avoidance behavior will appear to get a comfortable feeling. Comfortable feeling is a form of mood that comes from thinking called cognitive, and manifest it through behavior called behavior, thus it can be interpreted that anxiety is influenced by someone's cognitive-behavior.

Guidance and counseling have techniques and approaches to overcome anxiety, one of which is the Rational Emotive Behavior Therapy approach (hereinafter referred to as REBT). REBT is "Eliminating anxiety, fear, worry, and uncertainty". Regarding anxiety experienced based on cognitive and mood aspects, REBT is an approach that focuses on cognitive-behavior, as explained below.

1.1 Guidance Services Group

Group guidance service is one of the services of counseling and guidance, "group guidance services are guidance services that allow a number of individuals to collect various materials from certain sources (especially from counselors) that are useful to support their daily lives both as individuals, family members, and the community in decision making". Group guidance is defined as an effort to guide group members to become better and independent.

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Group guidance is prevention, development, and goal-oriented achievement. Activities from group guidance services will give birth to group dynamics that can discuss various (unlimited) things that are useful for individuals in various fields of guidance (personal, social, learning, and career guidance).

1.2 Purpose of the Group Guidance Service

The success of group guidance services is greatly influenced by the extent to which the objectives will be achieved in the group guidance services held. The purpose of group guidance services in general is the development of members' socialization capabilities, especially the ability of service participants. The purpose of group guidance is as follows.

- 1) Able to speak in front of many people.
- 2) Able to issue opinions, ideas, suggestions, and responses.
- 3) Learn to respect the opinions of others.
- 4) Responsible for the opinions expressed.

- 5) Able to hold back and control emotions.
- 6) Can be tolerant.
- 7) Become familiar with each other.
- 8) Discuss issues or general topics that are perceived or become common interests.

“Group guidance services discuss certain topics that contain actual problems (warm) and concern the participants”. Discussion of topics will encourage the development of feelings, thoughts, perceptions, insights, and attitudes of group members, thus supporting the realization of behavior that is more effective in communicating, and this will not be separated from the existence of group dynamics.

1.3 Basic Personality Assumptions

Personality can be formed with the influence of past experience, personality brings individuals to take attitudes and live their daily lives in accordance with their thoughts and feelings, thus if there are negative feelings and thoughts in the individual will lead to the formation of less good personality in his life. Based on this, negative thoughts and feelings must be confronted with rational and logical thinking, while the view of REBT's approach to basic personality assumptions can be assessed from Ellis's concept of “A” activating event as an event experienced, “B” belief that is belief someone about the event, and “C” consequences, namely the response of emotional and behavior by someone, to certain beliefs in “B”, for further explanation as follows. In line with the above opinion, Prayitno (1998, p. 79) explains “Things related to the mechanism of human behavior, namely with regard to an event or event (A) followed by unpleasant feelings (P) the individual has two possibilities (B): rational or irrational thinking. Based on these explanations, then someone will be able to think and act based on experiences that have previously been experienced, in other words based on experience experienced will cause good or not good feelings, then bring people to think rationally or irrationally which is manifested in the form of behavior”.

“After A-B-C follows D, basically D is the application of scientific methods to help clients challenge irrational beliefs that have resulted in emotional and behavioral disorders”. In this case the principles of logic are given so as to help destroy individual irrational beliefs. The function D as a dispute, aims to shape the individual's new philosophy. Through the ABCDE model individual personality can be better, Ellis (Gladding, 2012) describes the ABCDE model of REBT namely A means to activate experience, B represents the opinion of people about that experience, C is an emotional reaction to B, D is to distance irrational thinking, usually with the help of a REBT counselor, and replacing it with effective E thinking and a new personal philosophy that will help clients achieve greater life satisfaction.

1.3.1 Problematic Behavior according to Rational Emotive Behavior Therapy

The problem in individual behavior on REBT is derived from irrational thinking, while the center of the disturbance lies in the human tendency to act perfectly, thoughts in the form of “Must”, “Must be” and “That should” so that the belief is the main characteristic of a lot of emotional disturbances and human behavior. “Must” Belief is considered irrational, in the REBT theory this usually inhibits and prevents people from pursuing basic human goals. In line with this, “Irrational thinking is a reality of human life

formed through experience and process illogical learning, which is obtained through parents, family, society, and culture” (Taufik, 2014, p. 202).

In addition, the problem in individuals who think irrationally is “emotional problems that are almost always related to the attention of individuals who are too large to what others say to themselves”. Based on these opinions, it can be interpreted that irrational individuals are very influenced by the opinions of others towards him which can lead to emotional reactions that are not good.

1.3.2 The Objectives of Rational Emotive Behavior Therapy

Departing from the view of human nature, the goal of REBT is to help individuals achieve their basic goals and those goals that can form a rational person, and change irrational thinking that prevents individuals from achieving goals. In line with Ellis’ opinion also explains “The main purpose of REBT is to help people to realize that they can live more rationally and productively”.

The main goal of REBT is to help clients in the process of achieving unconditional self-acceptance and unconditional other acceptance, and to see how these are interrelated, to the extent that group members are able to accept themselves, they are able to accept other people.

1.3.3 Anxiety in Public Speaking

Anxious or in English anxiety which also means anxiety. “Anxiety can be interpreted as feeling filled with fear of the future without unknown causes”. Anxiety is a feeling of fear which includes feelings of something threatening but the reason for fear is unknown or can also be said to be unrealistic (Chaplin, 2011, p. 32; Aqib & Zainal, 2013, p. 45; Suhendri, 2012, p. 51).

“Anxiety is an affective situation that is felt to be unpleasant followed by a physical sensation that reminds someone of a threatening danger”. “Anxiety is a manifestation of various emotional processes that are mixed, which occurs when people are experiencing feelings of stress (frustration) and inner conflict (conflict)” (Aqib & Zainal, 2013, p. 45). Anxiety has a conscious aspect, such as: fear, surprise, helplessness, guilt/guilt, threats and so on. “Anxiety is a condition that is shaking because of a threat to health. Individuals who are classified as normal sometimes experience anxiety, so that they can be witnessed in the appearance of physical and mental symptoms”.

Based on the opinions above, it can be concluded that the anxiety of public speaking is a fear that can originate from prejudice to a negative response so that individuals will behave to avoid it. Some of the typical beliefs about public speaking, Froggatt (2003, p. 234) explain, among other things, “It is unthinkable if I make mistakes and look ridiculous in front of other people”, and “They think I am incapable so they reject me”.

1.3.4 Anxiety Characteristics of Public Speaking

Anxiety in public speaking is an unpleasant feeling of fear which is often accompanied by some unpleasant symptoms felt by individuals. As for the characteristics or symptoms of anxiety, there are four aspects, among others, as follows (Semiun, 2006).

1) Mood aspects

Aspects of the mood in question are conditions or moods such as feeling worried, tense about something that will be faced with unknown sources, in this condition, people who experience anxiety have feelings that there will be punishment or a disaster that will threaten.

2) Cognitive aspects

The cognitive aspects referred to in anxiety disorders show concern about what will happen, and will focus on thinking bad things that might happen and plans to avoid them.

3) Somatic aspects

The somatic aspects of anxiety can be divided into two groups: first are direct aspects which consist of sweat, dry mouth, short breathing, rapid pulse, increased blood pressure, throbbing head, and tense muscles. Secondly, if prolonged anxiety is present, symptoms such as: blood pressure increases chronically, headaches, and intestinal disorders (difficulty in digestion, and pain in the abdomen) can occur.

4) Motor aspects

Anxious people often feel uneasy, nervous, motoric activities become meaningless and aimless, for example: toes knock-knock, and are very surprised at the sudden sound. The aspects of this motorbike are a picture of cognitive and somatic design that is high in individuals and is an attempt to protect themselves from anything they feel is threatening.

In line with the above opinion, Hawari (2008) classifies complaints that are often experienced by students who often experience anxiety disorders as follows.

1) Aspek fisik/fisiologi

Anxiety that has affected or manifested on physical symptoms, especially in the nervous system function, its characteristics are fingertips feel cold, irregular digestion, rapid heart rate, sweat pouring, blood pressure increases, sleep is not sound, appetite disappears, headache, and shortness of breath.

2) Aspek psikis/psikologis

Anxiety as a psychiatric symptom, its characteristics are fear, tension, confusion, worry, unable to focus, helpless, low self-esteem, not wanting to run away from living reality, emotional changes, decreased self-confidence, and no motivation.

Whereas, according to Baihagi (2005, p. 113) "Symptoms of anxiety can be seen through: (1) psychic symptoms namely feelings of anxiety, unstable emotional stress, irritability, and (2) somatic symptoms include cold sweat, difficulty breathing, heart palpitations, high blood pressure".

Based on some of the opinions above, it can be concluded that the characteristics of good anxiety such as public speaking anxiety will show physical and cyclical conditions which consist of aspects of mood, motor, cognitive, and somatic.

1.3.5 Factors Occurring Anxiety in Public Speaking

Anxiety in public speaking can be influenced by several factors, including the following (Monarth, Kase, & Wahyuni, 2014).

Biological factors namely fear and anxiety experienced by all people when faced with danger, such as rapid heartbeat, blood pressure rises, face blushing red, feeling a cold and shaking sensation in the hands and feet, breathing becoming very fast, and experience mild headaches, and sweating all over the body.

Negative mind factors, namely negative thoughts that generally arise from excessive thoughts on the negative consequences of a social situation, such as speaking in public is very scary. Avoidance behavior factors, namely a thought and effort to escape from conditions that are not liked by avoiding strategies.

Emotional factors, namely the individual tends to feel anxious, afraid, worried, feels not easy to experience social situations, tense, panic, and nervous about facing public speaking situations.

Irrational thoughts are also factors that influence a person experiencing anxiety in public speaking, explaining as follows. Cognitive theory views assume that there are no events that cause individuals to feel anxious when speaking in public, but the anxiety is more due to their irrational beliefs about an event that has to do with public speaking.

1.3.6 Students' Anxiety Speaking in Public

Anxiety is an unpleasant emotion characterized by worries, concerns and fears that are sometimes experienced at different levels. One form of anxiety that often occurs is anxiety in terms of communication, namely speaking in public (in class). Talking in class anxiety can be experienced by anyone and anywhere, including by students.

Students are individuals who are registered and take education in higher education, the education process during college is one of them is an effort to improve the quality of human resources, students as the next generation will be nurtured and guided in order to maximize and utilize their potential. In the coaching process, students are asked to be active in following the lecture process, and one of them is to give an opinion.

Anxiety in public speaking experienced can affect lecture activities "Anxiety is one of the inhibiting factors in learning that can interfere with the performance of cognitive functions, such as concentrating, remembering, conceptualizing, and solving problems". Anxiety that occurs can undermine students' intentions in speaking, while the reasons for anxiety experienced can be actual thoughts that are not threatening.

This can happen based on the experience experienced by previous students, which results in students looking for other ways of thinking or trying to avoid it to feel safe, thus avoiding public speaking because anxiety is a safe way for students who experience anxiety, and the reason for being a threat does not have a rational or logical reason.

2. Research Methodology

This type of research is quantitative research with experimental research design, using the design of the initial test (pretest) and final treatment (posttest). The experimental design used in this study was the experimental design of the Pre Experiment model, with the research design of The One Group Pretest-Posttest.

The technique for taking the subject of this study using a purposive sampling method, "in purposive sampling, members of the sample are specifically selected based on the purpose". Reason for taking by purposive sampling technique to be relevant to the purpose of the study in the use of group guidance services with the REBT approach to address student anxiety

The instrument used in the research is the scale, the scale used is the Likert scale model, in making the items of the instrument will be judged by experts who have been determined. Data collection is done by using a list of statements that will be given to respondents. "Scale in the form of questions or statements reveals behavioral indicators of the attributes in question". The use of scale based on factual data that is felt by the subject based on predetermined indicators.

In this study, the data collection technique used was an instrument with a Likert scale model regarding the anxiety of public speaking. The instrument is given to the respondent before being given treatment (pretest) and after being given treatment (posttest), for filling will be carried out by the research subject and filling is not to be taken home then the hypothesis test is carried out.

3. Results of Research

The implementation of the activity was carried out in Padang Tualang 1 High School with nine group members. This activity is carried out by group leaders. The purpose of this study is to see the extent to which group guidance is effective to overcome student anxiety.

Based on the results of the questionnaire distributed, anxiety in the highest category can be obtained, namely as many as five people who feel anxiety is the biggest problem. The initials are A with a score of 164, B with a score of 147, C with a score of 169, and D with a score of 175. In the medium anxiety category (moderate) can be interpreted, as many as three students experience disturbing anxiety when speaking in class, namely F with a score of 125, G with a score of 115, and H with a score of 145. Furthermore, for the low anxiety category can be interpreted, as many as three students who experience anxiety conditions that are not too disturbing when speaking in class, namely K with a score of 101, L with score 103, N with a score of 110.

The anxiety experienced by each group member at the pretest had a different score, with three categories of anxiety, namely high, medium, and low. The highest score is obtained by D with a score of 175 and the lowest score is K with a score of 101.

3.1 Anxiety Condition of the Experimental Group After Treatment (Posttest)

Posttest was conducted with the aim to determine the condition of the research subject after being given treatment, namely group guidance with the REBT approach. The posttest data related to anxiety Students talking in class can be seen as follows.

Based on the table above in the medium category anxiety can be interpreted, as many as six students experience anxiety conditions that interfere when talking in class, namely A with a score B, C with a score of 123, F with a score of 125, G with a score of 115, H with a score 120, and D with a score of 135.

In the category of low anxiety can be interpreted, as many as four students who experience anxious conditions that are not too disturbing when talking in class, namely N with a score of 107, M with a score of 94, K with a score of 70, and L with a score of 111—each group member at the posttest had different scores, with two categories of anxiety, namely moderate and low. The highest score is obtained by D with a score of 135 and the lowest score is K with a score of 70.

3.2 Differences in Pretest and Posttest Results of Anxiety Conditions Students Speak in Class

Before seeing the differences from the results of anxiety experienced through the pretest and posttest, the following table of data is pretest and posttest. The anxiety score experienced by the students when given the pretest was in three categories, namely high, low and medium, then after being given treatment and posttest there was a decrease into two categories of anxiety, namely moderate and low.

The highest anxiety was experienced by D and lowest K and N, then changes were experienced by all subjects, but the most seen to decrease was K. Furthermore, for differences in frequency of anxiety conditions for each category from the results of the pretest and posttest can be seen as follows.

Based on the results of processing through SPSS, differences in anxiety can be seen in Table 1 as follows.

Table 1. Description of the Pretest and Posttest Differences of Speech Anxiety in Class

Descriptive Statistics					
	N	Mean	Std. D	Min	Max
<i>Pretest</i>	9	136,10	27,045	104	176
<i>Posttest</i>	9	111,50	18,295	70	135

Anxiety conditions Students talk in class through the results of the pretest and posttest can be seen from the Figure below.

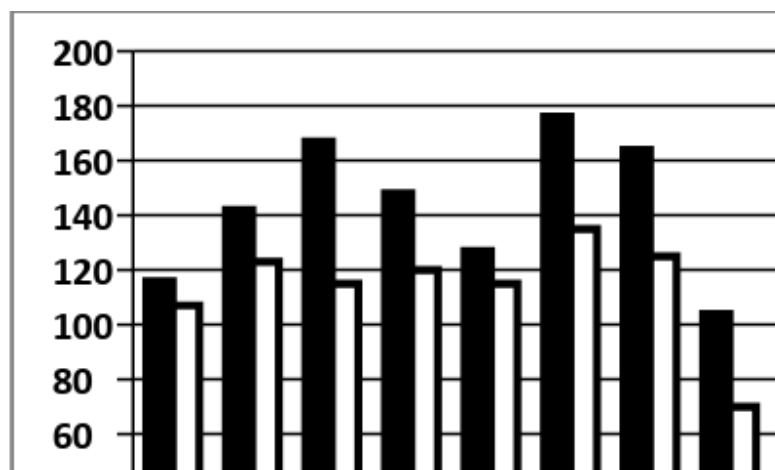


Figure 1. Results of *Pretest* and *Posttest* about Anxiety of Speaking in the Class

Based on Table and Figure above, about ten research subjects related to speaking anxiety in the classroom, it was seen that subjects experienced a decrease in speaking anxiety in the classroom after being given treatment by group guidance services with the REBT approach.

Based on Wilcoxon's test to compare mean differences between pretest and posttest in speaking anxiety in the class can be seen from Table 2.

Table 2. Wilcoxon's Signed Ranks Test of Control and Experimental Groups

Test Statistics ^a	
	<i>Posttest-pretest</i>
Z	-2,803 ^b
Asymp. Sig. (2-tailed)	,005
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

This Table shows that Wilcoxon test on two classes has, Asymp. Sig. (2-tailed), 0,005 score lower than alpha 0,05, this indicate that we reject H_0 and accept H_a . It can be concluded that there is a change or decrease in the level of anxiety after being given treatment by group guidance services through the REBT approach.

4. Conclusions

Based on the results of the research that has been obtained, it can be concluded as follows.

1) Conditions of anxiety Students speak in class before being given treatment (pretest) in the moderate or moderate category which means that anxiety conditions are felt to disturb students when speaking in class.

- 2) Conditions of anxiety Students speak in class after being given treatment (posttest) in the category of low anxiety which means that the condition of anxiety that is felt is not too disturbing to students when speaking in class.
- 3) The difference in decrease obtained significantly based on the average score of the anxiety of the experimental group before being given treatment (pretest) and after being given treatment (posttest) through group guidance with the REBT approach, which posttest average score decreased from the average score average pretest.
- 4) Group guidance with the REBT approach is effective for reducing anxiety Students speak in class. Through group guidance activities with the REBT approach, group members are able to recognize and understand the model of ABCDE and homework assignment as one of the efforts of self-help and apply it in terms of contrasting irrational thinking that inhibits one's ability to become better.

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