

## Conference Paper

# An Analysis of Individual Counseling with Rational Emotive Therapy Used With a Student With Low Self-Confidence

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**ORCID:**Tiara Erganila: <https://orcid.org/0000-0002-3495-6321>**Abstract**

This study aimed to implement and describe individual counseling services with rational emotive therapy used with a student at Al Azhar Junior High School in Yogyakarta named “FS” who experienced low self-esteem. A qualitative descriptive approach was used with a single participant. Data were collected through observation, interviews, and triangulation. The results showed that after being treated with a process of individual counseling using rational emotive therapy, there was an improvement in the behavior of student “FS” who become more confident. This increase was seen when researchers carried out direct observations of “FS” in class after one week of the counseling process; information was also obtained from the counseling teacher and classmates of “FS” who observed that “FS” started to participate in group work, ask for help from other classmates, and try to familiarize themselves with friends in class. Therefore, it can be concluded that individual counseling using rational emotive therapy can be utilized for students with low self-confidence at Al Azhar Junior High School in Yogyakarta.

**Keywords:** individual counseling, rational emotive, self-confidence


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## 1. Introduction

Self-confidence is one of the personality elements that have a significant role in human life. Many experts state that self-confidence will affect someone's success, that without self-confidence, one will not be able to live happily. Self-confidence is an essential part of one's personality development, which serves as a determinant or driving force of how a person behaves and acts [1]. It cannot be denied that self-confidence is required to achieve an objective or achievement in one's life, but many people remain not confident even though they are excellent in the academic field. It is because self-confidence does not come from birth, but can develop through individual interaction with the environment [2]. In the process of growth and development towards maturity, not all adolescents or students can achieve their life goals easily [3]. Failure to deal with dissatisfaction in the achievement process will make adolescents have lower self-esteem and tend to be not

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confident. One of the problems often faced by students and of concern to researchers is students with low self-confidence in school.

Self-confidence is highly needed as a basis for forming a positive self-concept in adolescents. Therefore, they will grow with a positive assessment of themselves and respect for their environment so that they can comply with the norms applied in their residence [4]. However, not all individuals have self-confidence. Some of them find it very hard to be confident, particularly for those who are pessimistic. However, attitudes regarding self-assessment can be improved so that it is expected that individuals can enhance their development both by themselves and the environment that will assist them to reach their achievement [5]. A confident individual does not mean a perfect individual in everything, but a confident individual is an individual who can maximize the abilities he or she has and can minimize the deficiencies he or she has. As stated by [6], a confident person can complete a task or job that is in accordance with the stages of development well so that he or she feels valuable, courageous, and has the ability to increase performance, consider various options, and make his or her decisions. Conversely, when someone is not confident, that person cannot complete the task according to his or her development so that pessimism and inferiority can control the student easily.

Issues on students' self-confidence can cause hurdles in the fields of personal, social, learning, and career life [7]. Students' personal life with low self-confidence will be filled with doubts to determine an action, easily anxious, always unsure, and easily discouraged [8]. Students with low self-confidence in their social life often show a passive attitude, feel ashamed, withdraw from social interactions, experience blocks to communication, lack the courage to show creativity, and lack initiative [9]. In the field of learning, students with low self-confidence show decreasing academic scores or learning achievement, cheating as one of the depictions of a lack of confidence in their abilities, lack of courage to ask questions and respond to teacher explanations, and worry about stepping forward in front of the class [10]. In the field of career life, students with low self-confidence will experience hurdles in planning and determining career choices or further study options [11]. Therefore, advice and guidance from parents or teachers at school are needed so that students can optimize their potential and do not face problems in the above fields.

The way to overcome low self-confidence in students is to appreciate themselves. It makes them aware of their strengths so that they can be used as potential in themselves and are expected to increase their self-confidence. Several factors that build students'

self-confidence include love, security, roles, relationships, support, and gifts. Based on the above perspectives, self-confidence can be influenced by two factors, including internal factors consisting of: (a) Self-concept (b) Self-esteem (c) Physical condition (d) Life experience. And the second is external factors which include: (a) Education (b) Environment [12]. To overcome the above problems, several guidance and counseling services can be utilized by both individuals and groups [13]. One of the guidance and counseling services is individual counseling using rational emotive techniques. Rational emotive therapy is a school of psychotherapy based on the assumption that humans have self-care and social concerns and consider humans to be “rational & irrational” [14].

The purpose of emotive rational therapy is to improve and change attitudes, perceptions, ways of thinking, beliefs and views of the counselee that are irrational or illogical to become a rational or reasonable view so that the counselee can develop himself and achieve optimal self-realization, thus making therapy rationality of motives that is effective in helping students who have low self-confidence. In this rational emotive therapy, students with low self-confidence can tell the problems experienced and the factors causing them to have low self-confidence, which will be useful in solving other students' problems with the same case.

Based on the results of observations performed by the researchers, there was one student, namely “FS” who did not dare to read homework in front of the class. Subsequently, following an interview with the counseling guidance teacher, it was found that “FS” had no classmates and had low self-confidence. Therefore, to overcome the problem of “FS”'s low self-confidence, the researchers conducted a study entitled “Analysis of Individual Counseling with Rational Emotive Therapy for a Student “FS” with Low Self-Confidence”. The researchers chose the problem of low self-esteem because it will affect achievement in learning, personal life, career, and social. This research is expected to provide benefits, particularly for students who experience low self-confidence so that it can help them to think more rationally and courageously.

## 2. Related Works/Literature Review

1. Tri Agung. 2016. The Effectiveness of Rational Emotive Behaviour Counseling to Increase Self Efficacy of Students Who Cheat: a single subject study of 3 eleventh-grade students of State Vocational High School 4 Sukabumi in the academic year of 2014/2015. The results showed that there was a significant difference

in scores between the baseline phase and the intervention phase with increasing self-efficacy scores of the students.

2. Vianuri Fadilah. 2018. Effectiveness of Group Counseling Using the Rational Emotive Behavior Therapy (REBT) Approach to Increase Learning Motivation of Eighth-Grade Students of Junior High School of PGRI 6 Bandar Lampung. The increase in learning motivation can be seen in the control group data showing an N-Gain of 0.57 which is included in the medium category and the experimental group with an N-Gain of 0.77 which was in the high category. The conclusion is that group counseling services using a rational emotive behavior therapy (REBT) approach were effective in increasing learning motivation.
3. Dewi Maulida Diamond. 2016. The Effectiveness of Islamic Rational Emotive Behavioral Therapy Counseling Guidance to Improve Students' Self Regulation of MTS Miftahul Ulum Lenteng Sumenep Madura. The results of the paired sample T-test on the aspect of self-regulation showed that the sig. (2 Tailed) < 0.05 and the calculated T value of each aspect was outside Ho's acceptance area, where the T table was at -2, 144 to 2, 144. The results of data analysis of Rational Emotive Behavior Therapy counseling were empirically proven to be effective to improve students' self-regulation.
4. Wayan Dharmayana. 2017. The Effectiveness of the Application of Rational Emotive Behavior Therapy (REBT) Counseling to Eliminate Anxiety in Clients. Several research results consistently confirmed that REBT counseling has an effect on reducing anxiety as indicated by a change in the clients' mindset to be rational. Therefore, the clients' feelings and behavior can develop well and optimally.
5. Susi Mustika. 2019. The Effectiveness of the Rational Emotive Behavior Therapy Approach in Group Guidance Services to Improve Students' Confidence at State Senior High School2 Tapung. Based on the results of the study, it can be concluded that the students' self-confidence behavior before being given treatment services (rational emotive behavior therapy approach in group guidance services) on average was in the medium category with an average score of 47.80. Therefore, the rational emotive behavior therapy approach in group guidance services was effective in increasing students' self-confidence.

Based on some of the relevant studies above, it can be concluded that rational emotive counseling is effective in overcoming many kinds of students' issues such as eliminating anxiety, increasing learning motivation, increasing Self Efficacy, and many

more. Therefore, the researchers were interested in researching individual counseling with rational emotive therapy, while in addition, this research aimed to assist one of the students, namely "FS" who had low self-confidence.

## 3. Material & Methodology

### 3.1. Subject

The subject is a data source that has a problem. The subjects in this study were identified through direct observation and information from the guidance and counseling teachers at SMP Al Azhar Yogyakarta. The research subjects were "FS" students who had low self-confidence in socializing in class.

### 3.2. Data

The primary data sources in qualitative research are words and real actions, while the addition is data such as documents and others. The research data were obtained through two data sources [15], including:

1. The primary data source was data obtained directly from the information and explanations of the research subject, including: A student with low self-esteem at Junior High School of Al Azhar Yogyakarta. Data collection was obtained from observations and interviews. Subsequently, information that was considered relevant and actual was obtained.
2. Secondary data was data that was not directly obtained from the research subject but was obtained from the counseling guidance teachers and subject teachers at the school concerned and other written sources related to this research. Therefore, the secondary data source in this study was a data source that indirectly provided information supporting and strengthening the primary data sources.

### 3.3. Method

This study used a qualitative method. A qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from observable people and behavior [16]. It is called descriptive since the researchers reveal an issue or situation and event as it is. Therefore, it reveals facts and provides an objective situation

of the actual state of the object under study [17]. Thus, the researchers used a qualitative descriptive research type which was intended to provide a clear understanding of the problems being studied, which was individual counseling services with rational emotive therapy.

Data analysis is the process of systematically searching and composing data obtained from observations, interviews, and triangulation so that the data can be easily understood and can be informed to others [18]. Data analysis is carried out by organizing the data, describing it into units, compiling patterns, choosing the significant one and what will be researched, and making conclusions that can be shared with others. In the process of analyzing and interpreting the collected data, the researchers use analysis data of qualitative descriptive, indicating that after the data was collected, then they are grouped through words or sentences with a theoretical framework to produce conclusions and answers to the problems that have been formulated. Below are the steps in data analysis:

1. Collecting data that is carried out by the researchers by doing observation, interviews, and triangulation. The data collection involved the school community, such as guidance and counseling teachers, homeroom teacher of "FS", and classmates of "FS". The purpose of collecting research data, particularly on "FS" who had low self-confidence was to make the obtained data fit with observations and interviews obtained from the field.
2. This data reduction was an activity to select primary matters, simplify, and pay attention or focus on things that strengthen the data obtained from the field. To find the summary being studied, the authors continued to study and understand all the collected data so that the authors can classify, direct, or eliminate the irrelevant.
3. The researchers described the results of the obtained data in the field using systematic and comprehensible sentences.
4. In the process of drawing conclusions, the main things of information obtained in the field were summarized or selected, which were arranged in the presentation of the data and then drawing conclusions so that they were easily understood by others.

## 4. Results and Discussion

### 4.1. Results

The counseling process was carried out on January 23, 2020, for 1 subject hour (1x45 minutes). In the process of individual counseling using rational emotive therapy, the researchers used 4 steps, including:

1. The researchers tried to show student "FS" that the issues faced were related to irrational beliefs

The researchers explored the irrational thinking experienced by student "FS", which showed a change. After being given an explanation and an overview by the researchers regarding the irrational thinking experienced by "FS", student "FS" began to realize that "FS"'s thinking was irrational. Then, the researchers linked the problems faced by student "FS" with irrational thinking. In this case, the researcher connected the problems with things that did not make sense and "FS" began to understand that what was thought was wrong and that was the cause of the problem at that time.

2. The researchers tried to revive student "FS" that solving the problems faced is "FS" own responsibility

The researchers provided an explanation of the role of "FS" in solving problems and asked to think to solve problems independently. In this case, the researcher asked the student to think independently and be able to solve "FS" own problems. It shows that the student "FS" began to understand that the problems faced were "FS" own responsibility.

3. The researchers played a role in asking student "FS" to eliminate irrational ways of thinking

The researchers provided perspectives on irrational thinking that could be detrimental. In this case, the researchers explained the impacts of irrational thinking and compared the results obtained from thinking rationally and irrationally.

4. The researchers tried to develop realistic thinking to student "FS" so that "FS" avoided irrational beliefs.

The researchers explained that realistic thinking could benefit one in doing something. In this case, the researchers did not pay much attention to this point so that "FS" did not really understand what the researchers said.

Therefore, based on the results of observations made by counseling teachers and obtained during the counseling process, it shows that student "FS" understood the problems faced related to irrational thinking and "FS" wanted to participate to think positively.

## 4.2. Discussion

Rational concepts can work effectively; 1) Rational thinking has begun to appear in students, so that students are able to see a positive picture of themselves so they can have high self-confidence. 2) the description given by the counselor during the counseling process influences students' ideas / thoughts, so that students have the motivation to increase their self-confidence. 3) Past experiences about low attitudes provide motivation for the development of his attitude experience.

Based on the results of the study and recommendations of the Counseling Guidance Teacher, one of the VIII.F grade students, namely "FS" had low self-confidence in social skills. "FS" was a student who closes themselves off from the peers, did not dare to answer questions in front of the class, and rarely talked in class in daily life so that "FS" had no friends in class. This was because "FS" had the wrong perception as in elementary school, "FS" was often teased by friends in class. Since then, "FS" did not want to be friends with others because according to "FS", making friends did not make "FS" comfortable. In fact, now, friends of "FS" in class did not ridicule "FS" and treated "FS" normally, but "FS" still thought the same as in the past. Therefore, it was difficult for "FS" to familiarize oneself with friends in class.

This research was conducted through direct interviews with "FS" several times, observing "FS" in class, and finally, conducting triangulation. In using the triangulation technique, the researchers combined and compared the information obtained from "FS" who said that "FS" did not want to be friends for fear of being ridiculed by friends. The results of interviews with the counseling guidance teacher provided information that student "FS" was among those who liked to be alone. "FS" also did not dare to be asked to come to the front of the class. A classmate of "FS" named "MA" said that "MA" treated "FS" normally, but "MA" did not want to be close friends with "FS" because "FS" was not cool and always stayed away from friends. It can be concluded that what causes problems with "FS" was the wrong way of thinking "FS", which affected "FS" behavior in everyday life. Therefore, student "FS" had low self-confidence in social skills.



The results showed that there was a change in the behavior of “FS” who was more confident after receiving individual counseling services with rational emotive therapy. This increase was seen when direct observations were carried out in the classroom of “FS” by the researchers after one week of the counseling process and some information from the counseling teacher and classmates of “FS” that “FS” began to participate in group work. Student “FS” also began to ask for help from other classmates such as borrowing books or asking for help if “FS” could not do homework. “FS” also had started trying to familiarize oneself with friends in class. However, student “FS” had not fully realized these wishes because student “FS” had not dared to appear in front of the class. Therefore, “FS” must be picked up first by the subject teacher so that “FS” wanted to appear in front of the class.

This research can be considered to be successful but not perfect because there are some drawbacks during the process of implementing individual counseling services with rational emotive therapy. Among them, the researchers had difficulty obtaining information from “FS” at the early stages of counseling. Besides, it seems that the student was still confused about things to take to resolve the problems. It was because “FS” did not really understand that “FS” had irrational thinking so that the researchers must play a more active role in eliminating irrational thinking. Therefore, “FS” was able to accept and willing to think positively.

Hence, based on the results of observations, interviews, and triangulation obtained during the study, it shows that individual counseling services with rational emotive therapy are appropriate for students with low self-confidence because rational emotive therapy counseling serves as an aid process to change irrational thoughts to be rational. Through the rational emotive therapy approach, students can understand that what they think is not necessarily true. Overall, students can follow these counseling steps. Students are taught to understand the problems faced and are invited to eliminate these irrational thoughts with positive thoughts.

## 5. Conclusion

In this study, the steps applied by the researcher in the rational emotive therapy counseling process consist of 4 steps, including: (a) The first step, the researcher tries to show the counselee that the problem he is facing is related to his irrational beliefs. (b) The second step, the role of the researcher is to make the counselee aware that the problems facing him are the responsibility itself. (c) Step three, in this step the

researcher participates in inviting the counselee to eliminate irrational thinking and ideas. (d) The fourth step, the researcher develops realistic views and avoids irrational beliefs. The results showed that individual counseling services with the rational emotive therapy approach could improve the confidence of student "FS" to be more courageous in communicating and socializing with classmates. At the beginning of the counseling process, the researchers experienced difficulties when obtaining information from the counselee. It was also seen that the student still confused about what things to take to resolve the problems. Here, the researchers played a more active role and described rational and irrational thinking so that as the counseling took place, student "FS" began to understand and intended to eliminate irrational thoughts. After a week of counseling with rational emotive therapy, the researchers returned to conducting observations in the classroom of "FS" and it shows that "FS" dared to communicate with classmates and tried to be more confident. Therefore, it can be concluded that individual counseling using a rational emotive therapy approach can be performed appropriately to overcome the low self-esteem problem.

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