

# The Development and Implementation of “Modul Saku” Rational Emotive Therapy (RET) for Guidance and Counseling Students

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## ABSTRACT

The purpose of this research is to develop a “Modul Saku RET” which will be implemented to reduce student negative self-concept. This research used research and development method. The development of the module still requires further dissemination. The results of this study are “Modul Saku RET” that can be used as a reference for prospective counselors and then counselors in providing RET to overcome negative self-concept problem or other problems. In this module, RET model is explained in 2 terms that are vigorous disputing and rational role playing. In the RET approach, it is necessary to emphasize the dispute skills (debating) performed by the counselor to sensitize the counselee. The conclusion of this study showed that “Modul Saku RET” are appropriate to be used as RET implementation reference. This module has received a certified by Hak Kekayaan Intelektual (intellectual property rights) from Direktorat Jenderal Kekayaan Intelektual and has a good validation.

**Keywords:** “Modul Saku”, Rational Emotive Therapy (RET), Prospective Counselor, Self Concept

## INTRODUCTION

The development of several counseling techniques in the Guidance and Counseling scene occurs rapidly. The condition is triggered in line with the development of learning media in Guidance and Counseling as well as the ability or

potential of counselors in Indonesia. Some considerations in developing Guidance and Counseling learning media are the effectiveness and efficiency of the media used as well as the use of developed media.

The development of Guidance and Counseling of current media demands conformity to 21st century education. 21st century education emphasizes the involvement of critical, creative, collaborative, and communication skills. It is the job of counselors or educators in developing Guidance and Counseling learning media to be more communicative and interesting to learn. One of the counseling techniques is the consideration of researchers in the development of Guidance and Counseling learning media based on the role of system support. The form of system support participation in Guidance and Counseling conducted by educators in universities is the development of Guidance and Counseling media in the form of RET counseling “Modul Saku” that will be developed in this research.

RET Counseling (Rational Emotive Therapy) is one of the counseling one of the cognitive-based counseling approaches that aims to change and reduce the irrational beliefs of individuals related to emotions from within the individual. Such irrational beliefs are converted into rational beliefs that will have a positive impact on an individual's emotional state. Essentially

these irrational beliefs stem from several individual self-demands that include demands for self-abilities to be met, demands of others, and demands on one's own life. Some of these demands and sources of demands will give rise to irrational beliefs that will cause stress, depression, even psychological suffering.

Humans have the potential to think, both irrationally and rationally. If people are able to think and behave rationally, then they will be happy, live more effectively, and competently. The mind will live a happy, effective and competent life itself will be fooled if the individual always has rational beliefs. Some of the desires that individuals will achieve make themselves more irrationally thinking. If the condition is sustained it will cause disturbing psychic symptoms and will constantly suffer and torment the individual himself if he is not prepared to accept the reality of his life. Some sources of irrational belief need to be minimized into rational beliefs through the development of RET counseling.

Albert Ellis's theory (in Corey, 2009) on ret technique has three pillars underlying individual behavior, namely Antecedent event (A), Belief (B), and Emotional Consequence (C). This pillar framework became known as ABC theory in rational emotive therapy (RET) techniques. In the preparation of this module it is necessary to know in advance how the formula or pillar of the RET counseling, so that the direction of the preparation can be known. According to Corey (2009:238) Rational Emotive Therapy (RET) is one of the psychotherapy streams based on the assumption that humans are born with developable abilities, both in rational and irrational thinking.

In RET therapy confirms that man has a lot of potential to realize himself by adjusting to even changing the provisions of himself and in society. A philosophical view of RET counseling, individuals are born with an urgent tendency to self-fulfillment desires, demands, desires, and also all other life needs. If some of these needs are not exceeded because they become a necessity,

then it will be a distraction to the individual's emotions. Therefore, RET counseling has a role to systematically restructure an individual's cognitive potential (Lyons & Woods, 1991).

The RET explains that humans think and emotion simultaneously because feelings are raised by perceptions of certain situations that go through the thought process. The statement is in line with Ellis's assertion (in Corey, 2009:239) in emotional states, humans can also simultaneously think and act, if they act, think, and emotion it is concluded by Ellis that man himself is a creature that is not fully determined biologically, or driven by instinct alone. In his theory, Ellis mentions that he agrees that existential views on humans tend to actualize themselves due to existing facts, instincts, and strong biological to perform some actions in a certain way. This creates a danger if continued, as certain ways are related to the emotional state that the individual has. If in an irrational state of thinking, a certain way that the individual will be chosen tends to refer to a negative way.

In conducting cognitive-based counseling such as RET it is necessary to consider appropriate and cognitive and emotive-based issues. One of the problems that can be used for the application of this RET is the self-concept that impacts on self-actualization in less classes. Not only that, if the actualization of one's self in a low category, it will have an impact on his academics as well as his or her other abilities. The statement is supported by research that states that RET counseling can reduce emotional symptoms in someone who is physically ill. Erratic emotional turmoil makes itself unstable and results in individual anxiety associated with the actualization of itself in the surrounding environment (Pervichko, Zinchenko, & Martynov, 2013).

For prospective counselors, not all counselors are easy to do RET counseling. In its implementation it needs special guidance and is delivered simply so that it is

easy to understand by prospective counselors who are delving into this material. If it is easy to understand it, it will be easy to apply it. In this study, the authors developed a simple "Modul Saku" RET with a focus on providing emotive techniques to the conceli. The emotive technique presented in this module is related to vigorous disputing technique with rational role playing technique in emotive technique on RET approach to developing student self concept.

## METHOD

The research used research and development method. Research and development is a series of research methods that aim to produce a particular product followed by testing the resulting product (Sugiyono, 2012). Research and development is also interpreted almost the same as a research approach aimed at producing products and perfecting existing products (Sukmadinata, 2006). Stages in the implementation of research and development, including; 1) collect preliminary data that includes need assessment, literature review, small-scale research, etc., 2) research planning before the implementation of research including the formulation of research objectives to be achieved, 3) product draft development that starts from the first development is done that is to consider face validity namely designing "Modul Saku" cover then continued selection of content image and adjustment of "Modul Saku" content, 4) initial product trial on a small scale , 5) revised trial results, 6) followed by large-scale trials with at least 15-30 subjects on student skills in mastering RET techniques before administration and training using

"Modul Saku" RET in this study, 7) product enhancements, 8) large-scale trials, in this study conducted on employee class students at different universities, 9) final product enhancements, and 10) dissemination and product implementation (Borg & Gall, in Sukmadinata, 2006).

The subjects in this study were Guidance and Counseling students in the final semester for group counseling course practice materials and continued to be applied to Guidance and Counseling students in the employee class at Universitas Indraprasta PGRI, Jakarta with the application of small class dissemination. The instrument used to measure student perception after using the "Modul Saku" RET contains the student's perception of differences after using the module and before using this module is considered more effective because in one meeting can be completed one counseling material along with the practice of counseling in the setting of group counseling. Data analysis techniques are used in combination both quantitative and qualitative. Related to the results of the module assessment is carried out quantitatively using the validity of CVR, while for the analysis of students related to the assessment of the module assessment is carried out qualitatively. The validity of this module can be said quite well in terms of the validity of the look and validity of its contents.

## RESULT

Observations/Results of your study should be written in this section along with tables/charts/figures etc. write serial numbers and appropriate heading/title of tables and legend/caption of figures.

Table 1. "Modul Saku" RET Construct Validation Results

| Validator | Assessment   |   |
|-----------|--|---|
|           | Comments   | Repair  |
| Expert 1  | Need to add the underlying theory  | Addition of journal reference of research results         |
| Expert 2  | Need to add components for the question as an evaluation material giving modules | Add questions related to the contents of the "Modul Saku" |
| Expert 3  | It is good enough in terms of the language used as its delivery                  | -   |
| Expert 4  | It's good  | -   |
| Expert 5  | Projected questions to measure students' ability in implementing RET counseling  | Additional evaluation questions at each meeting           |

In the presentation of the results of this study contains several components related to the validity of the “Modul Saku” RET developed as well as the implementation data of this RET module given to students. Here are the construct validity results from the RET module.

After looking at the validation results of the “Modul Saku” above it can be known that this “Modul Saku” can already be used by revising to add some repair notes listed in the repair column of the module

validators which include counseling experts, psychologists and counseling groups, along with language experts and textbook learning media.

### “Modul Saku” RET Content

Before discussing the implementation results, the flow chart form of the RET counseling technique discussed in this “Modul Saku” refers to the following image.

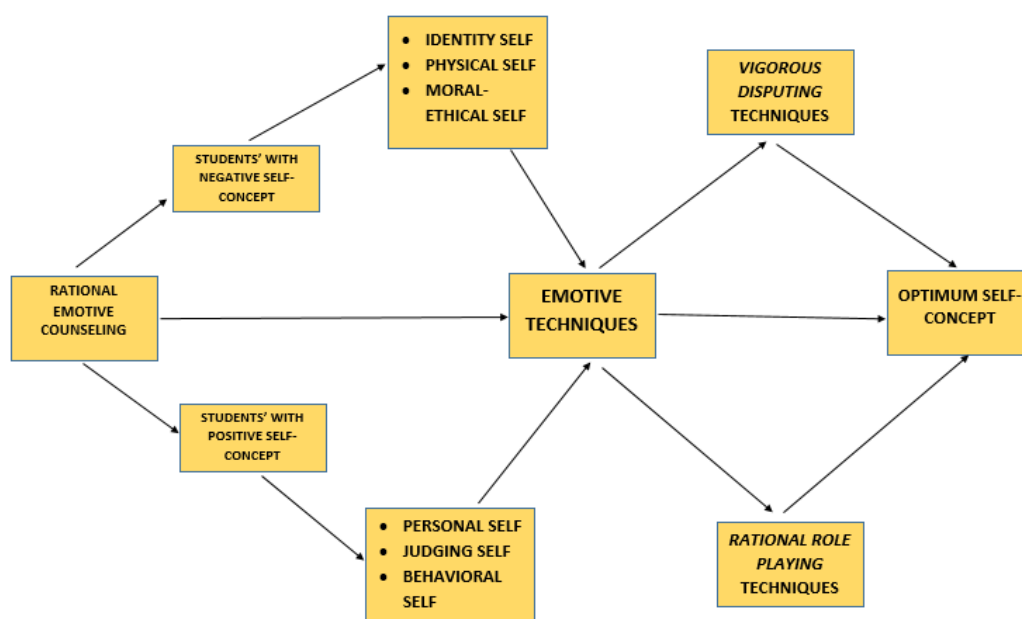


Figure 1. RET Counseling Model to Develop Optimal Self-Concept

Here is the RET counseling implementation scheme in this “Modul Saku” one of the projections of its implementation is carried out in developing the concept of youth self. Retrieving the initial data before the “Modul Saku” was compiled, the authors identified the concept of student self at Universitas PGRI Adi Buana, Surabaya. The authors found 4 people had negative self-concepts and 65 had almost optimal self-concepts (Hartanti, Jahju & Marfu'i, 2019). All of these students do not yet fully have optimal self-concept, so it needs to be optimized by providing RET counseling techniques.

Based on the above image can be known students who have negative and

positive self-concepts both get emotive techniques in RET counseling. The difference is, students who concept themselves negatively are given vigorous disputing techniques while students who concept themselves positively developed to have optimal self-concept with rational role playing techniques from counselors. This RET counseling is done using group counseling where the group division is done randomly from several courses from several faculties at Universitas PGRI Adi Buana. Each group is not all joined by counselors in general, some are joined by students (prospective counselors) who are doing ret counseling practice using the reference of

this “Modul Saku” RET as a guide to the implementation of counseling.

**Display Validity and Calculation of CVR Validity of RET Module**

Based on the validity of the look that has been suggested by the validator along with the design submitted by the author validated with the design like the following image.

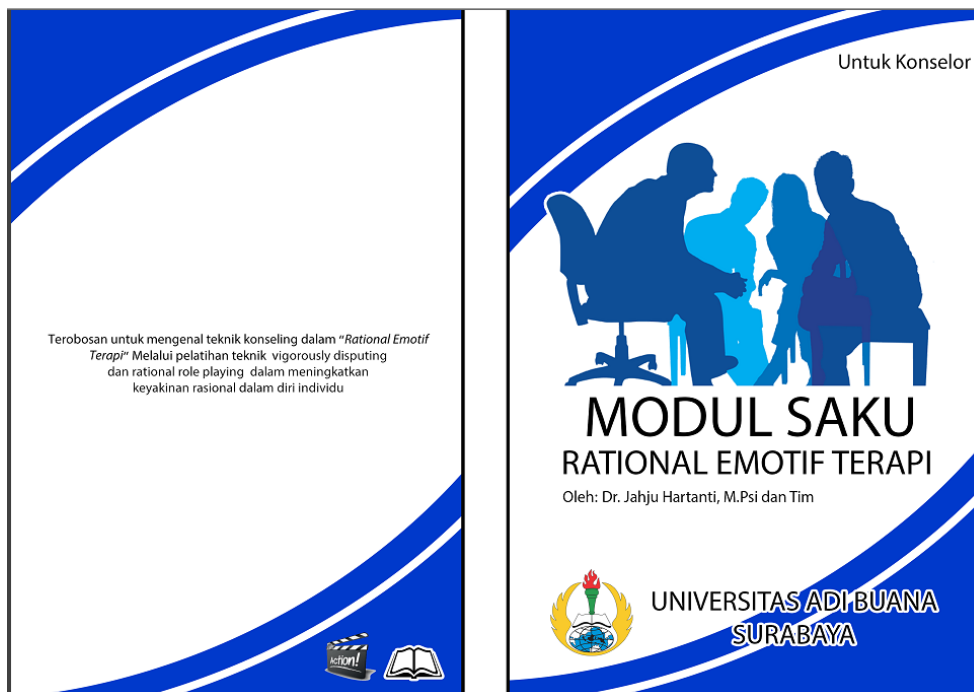


Figure 2. Face Validity of "Modul Saku" Cover

Meanwhile, the results of CVR validity given to three validators counseling and psychotherapy experts against the content of this “Modul Saku” Rational Emotif Therapy produce the following data.

Table 2. CVR Content Validation Calculation Results

| Module Components | Aspect Measured      | CVR Results                | Description          |
|-------------------|----------------------|----------------------------|----------------------|
| I                 | Display              | $\frac{2.2}{3} - 1 = 0,34$ | Needs to be improved |
| II                | Content              | $\frac{2.2}{3} - 1 = 0,34$ | Needs to be improved |
| III               | RET Counseling Model | $\frac{2.3}{3} - 1 = 1$    | Good                 |
| IV                | Module Reference     | $\frac{2.3}{3} - 1 = 1$    | Good                 |
| V                 | Delivery Language    | $\frac{2.3}{3} - 1 = 1$    | Good                 |

Based on the validation results using the CVR validation form (Content Validity Ratio) above it can be concluded that the validity of this “Modul Saku” RET is worth using, but still requires a slight improvement in terms of the content in the case illustration used as well as the layout on the module. Overall it is good and can be

used for the benefit of reference in the study of rational emotive therapy counseling in prospective counselors.

### Implementation of RET Module in Developing Optimal Self-Concept in Students

In quantitative research, procedures or stages of research should be planned from the beginning. Before the authors implemented the technique in the "Modul Saku" RET, the authors also designed the

research implementation flow to develop optimal self-concept in students. The implementation of "Modul Saku" RET is carried out by guidance and counseling students with systematic procedures with practice flow in group counseling courses as follows.

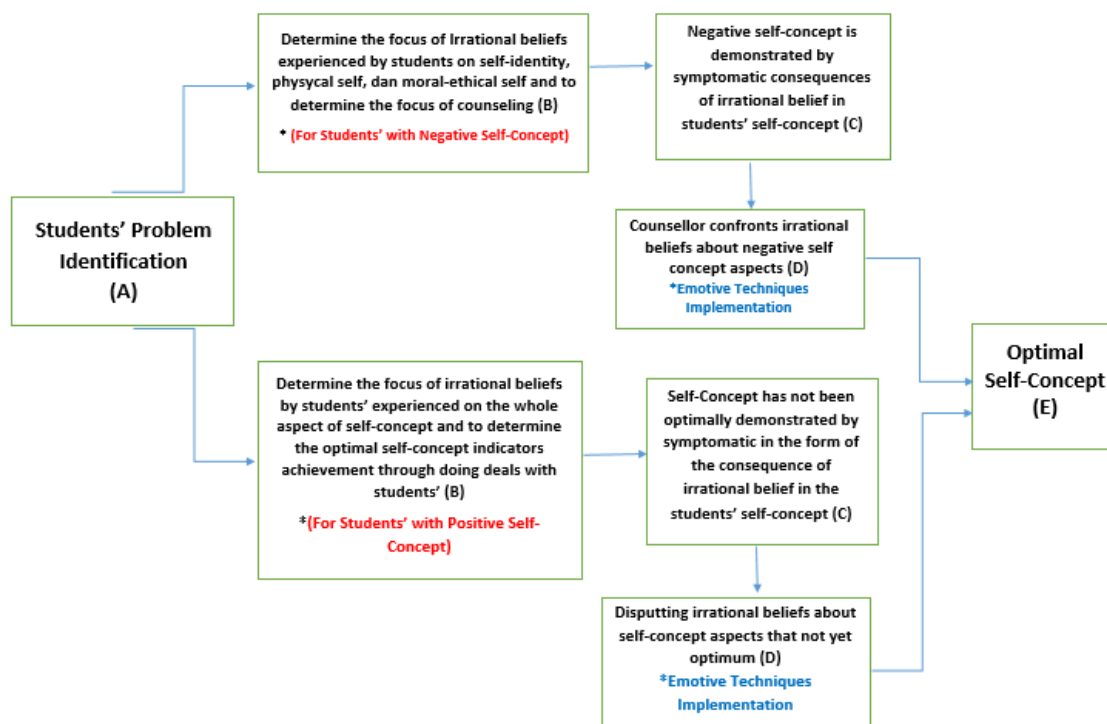


Figure 3. RET Counseling Implementation for Self-Concept Optimization (Source : Hartanti, 2018)

### DISCUSSION

This discussion will shed light on synchronizing the results of the study with some relevant research results or relevant theories. The discussion review was conducted from two sides, namely in terms of the development of learning media in the form of "Modul Saku" Rational Emotive Therapy (RET) and in terms of module implementation for learning in students.

#### "Modul Saku" Rational Emotive Therapy (RET) Content

In the selection of content in the RET module adjusted to the delivery of ret counseling can solve some emotional problems with the emotive techniques that have been arranged in the chart of figure 1.

This is supported by the theory that RET counseling can be used in several emotional problems, including obsessive compulsiveness in romance issues that include obsessive and intensive thinking towards love, fear of love reply from a partner, mood swings in romance, and so on (Ellis, 1985)(Ellis, 1985). Mirroring the following problem illustrations are issues related to emotions, so researchers/authors chose projected problems using adolescent self-concepts. This is also supported by research advice which states that RET counseling is one of the active counseling-directives in solving emotional problems and is a basic mechanism in reducing emotional disorders (Kendall & Haaga, 1995).

Not only that, RET counseling can also provide peace of mind to users or former users of illegal drugs (Dutta, 2017). In the study, RET counseling brought conceli in improving his quality of life during the recovery or rehabilitation period. This can be used as additional guidance to improve and redevelop the “Modul Saku” Rational Emotive Therapy (RET) by adding an illustration of the problem to drug users in the discussion content of the “Modul Saku” RET.

Implementation of “Modul Saku” Rational Emotive Therapy (RET) on Guidance and Counseling students

The implementation of this “Modul Saku” Rational Emotive Therapy (RET) was carried out as an effort to develop the initial dissemination stage. The results of the development conducted by Guidance and Counseling students in the final semester of the employee class at Universitas Indraprasta PGRI and regular classes at Universitas PGRI Adi Buana produce the following data.

**Table 3. Normality Test**

| One-Sample Kolmogorov-Smirnov Test     |                | RET Skills Counseling |
|--|----------------|-----------------------|
| N                                      |                | 40                    |
| Normal Parameters <sup>a,b</sup>       | Mean           | 25.88                 |
|  | Std. Deviation | 2.775                 |
| Most Extreme Differences               | Absolute       | .120                  |
|  | Positive       | .074                  |
|  | Negative       | -.120                 |
| Test Statistic                         |                | .120                  |
| Asymp. Sig. (2-tailed)                 |                | .151 <sup>c</sup>     |
| a. Test distribution is Normal.        |                |                       |
| b. Calculated from data.               |                |                       |
| c. Lilliefors Significance Correction. |                |                       |

The table above shows Sig. (2 tailed) has a coefficient of 0.151 so it can be said that the distribution of ret counseling skills data of students is distributed normally. The prerequisite test results in the form of the above normality test need to be added with homogeneity test in order to know whether the study subjects used have homogeneous characteristics or not to apply ret counseling course learning using this RET module. Based on the prerequisite test results and the results of the pre test and post test comparison can be seen as the following results.

**Table 4. Hypothetical Test Analysis Results**

| Independent Samples Test |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |       |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper |
| RET Skills Counseling    | Equal variances assumed     | .392                                    | .535 | -2.211                       | 38     | .033            | -1.850          | .837                  | -3.544                                    | -.156 |
|                          | Equal variances not assumed |   |      | -2.211                       | 37.781 | .033            | -1.850          | .837                  | -3.545                                    | -.155 |

The F value of the homogeneity analysis is 0.392 and has a significance of 0.535 so that this data can be said to be homogeneous. In the comparison test there was a sig. (2-tailed) of 0.033 ( $\leq 0.05$ ) so it can be said that there is a difference or improvement in students' understanding of RET counseling through training using the “Modul Saku” RET from pre test until after post test. In other words, the “Modul Saku” RET can improve the understanding of prospective counselors in conducting techniques in RET counseling.

## CONCLUSION

This study showed that the RET counseling model in this module is reviewed specifically using emotive techniques. Emotive techniques on counseling RET has 2 techniques, namely vigorous disputing and rational role playing. The RET's approach emphasizes the debating skills of counsellors to realise concistivity. As conclusion from this study, the “Modul Saku” RET is worth using and can be used as a reference for the implementation of

counseling. This “Modul Saku” has a good enough validity, so it is worth it to be given as one of the references or learning materials for prospective counselors. The next development needs to add case projections and case illustrations contained in the module in order to be more representative and applicative.

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