

# Rational Emotive Therapy (RET) Counseling as a Curative Effort for Negative Self-Concept of Bullying Victims

Jahju Hartanti

Department of Guidance and Counseling, Faculty of Pedagogy and Psychology, Universitas PGRI Adi Buana, Surabaya-East Java, Indonesia.

## ABSTRACT

Bullying is not a trivial issue. Some of the effects of bullying on early adolescence have an effect on psychological condition. Psychological condition that is often interrupted requires curative efforts in Guidance and Counseling. A bullying victim can experience a low self-concept in his life. The purpose of this study is to look for correlations between Rational Emotive Therapy (RET) counseling to the concept of adolescents who are being victims of bullying. The method used a systemic review of several research results and journals related to the concept of adolescent victims of bullying. The results reflect that Rational Emotive Therapy (RET) counseling is able to reduce adolescent victims of bullying who have negative self-concepts. RET counseling seeks to eliminate illogical, irrational way of thinking and replace it with something logical and rational. The goal is to improve and change individual attitude by changing students' irrational way of thinking and beliefs towards rational way of thinking, so that individuals are able to improve their self-quality and happiness.

**Keywords:** Rational Emotive Therapy (RET), Curative Effort, Self-Concept, Bullying Victims

## INTRODUCTION

The age of the youth is the most vulnerable period in daily child association, especially the association of high school students who are at very vulnerable in the process towards self-maturity. Many cases occur in the daily lives of students that make them able to withdraw in association with friends. One of the associations, also called

free association, will also affect the process of growing children into poor adulthood. In this case, the role of parents as supervisors of children's daily activities at home is necessary to support the positive association of students so as not to get it wrong. Not only parents, teachers as parents to two students in schools, especially teachers of Counseling Guidance also have a very large role in helping teenage students find themselves and grow into positive personal beings.

Bullying is one of the cases that often occur around the school environment. This case harmed many teenage students who experienced cases of bullying among their schoolmates. So to avoid cases of bullying that may be prone and vulnerable to occur in the school counseling guidance teachers should actually educate their students that cases of bullying are criminal acts that can mentally damage the child both psychologically and physically which adversely affects the development and social growth of adolescents.

In this study, the example of the case examined was a case of bullying that occurred in high school students where he was a person who had a period of poor condition even easily affected by the environment that brings adverse impact even very detrimental to the provision of his life in the future. So in anticipation of the unwanted bad things, the teacher as a counseling guidance teacher must have a greater positive influence also to save his protégé.

One of the Counseling Guidance that teachers must provide in strengthening and shaping the identity of high school youth students is to provide knowledge about Self Concept and Rational Emotive Therapy Counseling. These two basic theories in high school student learning must be truly conveyed and truly understood by students in order for students to grow into resilient teenagers of all kinds of negative influences that will harm themselves in the future.

Building self-concept is necessary and necessary in fortifying the youth from negative things so as to influence the way of view of individual behavior that must be conceptualized for each other's person. With proper understanding and mastery of self-understanding, high school students can grow into positive students. Because they will know how to appreciate themselves, they will know how to treat themselves, they will know what positive actions they have to take to get the best solution to the problems they are facing, and they will know how to overcome and find solutions to the bad possibilities of the problems that are enveloping their lives.

Counseling Emotive Therapy is a meaning and learning based on the opinion of a person who is created with various advantages, both to think rationally according to facts, and to think badly about something, it is supported from opinion (Corey, 2007:238). So that with this emotive therapy counseling is able to make students think that themselves are very reliable and indeed should be proud thus high school youth students are able to appreciate themselves while improving themselves to strengthen the concept of themselves in a positive direction.

According to Winkel (1989) in his book "Guidance and Counseling in Educational Institutions" argues that RET (Rational Emotive Therapy) is a counseling guidance related to a person's common sense, one's feelings, and the way a person behaves in his or her life and how to change his mind and feelings for the better. This is supported by the opinion of Singgih D

Gunarsa (1992) which reveals that rational emotive therapy is how a person in improving the mindset to use it in a more logical thinking ability. The likeness of logical thinking can be seen from how one's efforts in performing actions according to their rational and logical thinking abilities.

This research aims to describe the application of RET counseling can improve the concept of students victims of bullying in high school. With this research is expected to provide solutions and references as a teacher Counseling guidance in high school able to apply rational emotive therapy counseling appropriately to prevent students from negative self-concept or a free association that is not good for the future of high school youth students. Therefore, high school students need to form a positive attitude about the concept of themselves. Being a private high school student is important to equip yourself with the planting of positive self-character, to keep from being easily affected by negative things that are not good for yourself.

According to (Dryden & Neenan, 2004: 7) says that within the scope of the RET, a person is considered an individual born with the potential to think both rationally and irrationally. Many consider that a person has many flaws in him so strengthening through this RET is very important applied in one's life. Victims of bullying in the youth category are feared to have their own trauma. The trauma resulted in irrational beliefs in teenagers victims of bullying and led depressed individuals to withdraw from their social world. Social interaction in teenage bullying victims will worry about having communication with their friends. This includes one irrational belief. He would consider himself to have flaws so that he received a resistance from the surrounding environment.

The condition is supported by the theory expressed by Corey (2003) RET is a flow in the form of therapy based on the assumptions that a person is born with various advantages, both to think rationally and to think irrationally. So it can be

concluded that Emotive Rational Therapy assumes that by having the power to instil logic in their thinking abilities, it is necessary to instil a reasonable and logical mindset to overcome a person's emotional changes and minimize the negative impact that may occur that is self-harming.

From the opinion of some people above the author can draw the conclusion that it is necessary to apply themselves to the RET to form and culture rational and logical thinking skills in self-harm, especially high school adolescent students so as not to be affected even get decriminated treatment from his friends that can be mentally damaging and self-destructive psychic adolescents. Therefore, RET needs and is important to be taught by Counselors to support their students in the growth of adolescence into adulthood with a good positive self-concept character.

According to Lubis (2011) the main purpose of the implementation of this RET is to improve the way of thinking and change an individual's attitude in improving the quality of personality into a person who is both in his actions and speech and a sensible way of thinking. In addition, another goal is to eliminate influences and emotional disorders that can impair rational thinking abilities. Rational thinking ability directs individuals to perform some activities related to positive self-actualization. If the individual does not yet have rational beliefs or is torturing himself with some demands in his life for what he wants in his life then it will sacrifice his psychic and physical. The impact of some of these conditions is a mental disorder, perhaps individuals will suffer from stress, depression, even more.

Meanwhile, according to Sofyan Willis (2004) argues that RET has the benefit of being able to improve and change one's attitude from bad to good through processing his or her thinking skills, so that students can develop themselves and achieve optimal self-realization. From the opinion of some experts above the authors can conclude that the purpose of the RET is

to improve the mindset towards things that are not good in themselves that can be turned into a rational thing according to the positive way of thinking to move themselves in a positive and good direction.

## **METHOD**

This research is an analysis of literature studies from various articles in journals and proceedings that have been reviewed. This research is based on the analysis of several sources that use descriptive methods with qualitative approach. Data sources are obtained from articles, counseling guidance journals, proceedings of national and international seminars and other news sources. Data collection techniques are carried out with analysis, participatory observation, and documentation studies. This study does not provide treatment, only provides an overview of the conditions that run as it should regarding the application of rational emotive therapy counseling to improve the positive self-concept of teenage students victims of bullying in high school. The condition described is how to apply rational emotive therapy counseling to improve the positive self-concept of students victims of bullying in high school. The description includes the application of rational emotive therapy counseling can improve the positive self-concept of students victims of bullying in high school.

## **RESULT**

From the literature studies that have been reviewed from several journals and articles analyzed shows that with the application of rational emotive therapy counseling can improve the concept of high school youth from bullying victims so that these high school students are not traumatized by the bullying they have experienced in school and will improve the concept of positive self in living a life in the future that will encounter many problems that they will face.

It turns out that with rational emotive therapy counseling it is very

important to foster a positive self-concept for high school adolescents who are still susceptible to negative things around it, which is related to the main purpose of applying rational emotive therapy counseling is to change the way high school students think logically and rationally so that they will think many times and repeatedly if they will make important decisions in their lives for the future. In general, it can be concluded that with rational emotive therapy counseling guidance can improve the concept of positive self-concept for high school youth students in school institutions, especially students victims of bullying.

With the study of literature, it is hoped that counseling guidance teachers in high school institutions can properly apply the knowledge they gain through the implementation of Rational Emotive

Therapy counseling to increase self-confidence and train the courage of youth in the face of a world of hard work until the concept of positive self must be embedded in their own soul and personality.

The hope in the future with the implementation of rational emotive therapy counseling that has been socialized among fellow counselors can help students in addressing problems with themselves related to bullying no longer exists in schools especially modern schools that have high competitiveness. In other words, the provision of positive self-concept for high school youth students is needed especially Counselors as facilitators and as a source of learning media and information of teenage students in instilling positive self-concepts to form a resilient and strong personality in the face of challenges in their environment.

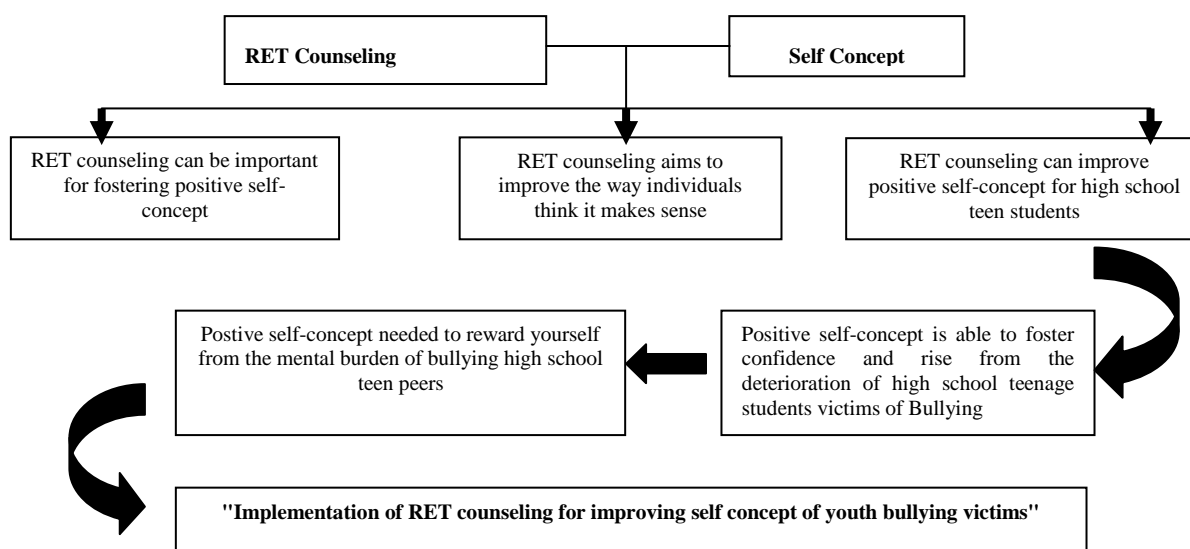


Figure 1. Rational Emotive Therapy Counseling on Self-Concept Teenagers' Bullying Victims'

## DISCUSSION

It turns out that with rational emotive therapy counseling it is very important to foster positive self-concept towards adolescents who are still susceptible to negative things around it related to the main purpose of applying rational emotive therapy counseling to change the way adolescents think logically and rationally so that they will think many times and repeatedly if they are going to

make important decisions in their lives going forward.

The application of rational emotive therapy counseling to improve the positive self-concept of students victims of bullying in high school can be done by means of counseling guidance teachers provide learning and a real example to high school youth students that in strengthening the character and strengthening themselves requires positive character reinforcement to

form a defense in themselves so that they want to bully like any teenage student in high school will not until it has a sense of excessive trauma and a deep fear of the problems that are being experienced.

In addition to conducting counseling guidance the importance of building and strengthening positive self-concepts. Rational emotive therapy counseling guidance should be done by Counselors to form a positive defense in themselves so that they want to be bullied like any teenage student in high school will not have to have excessive trauma and a deep fear of the problems that are being experienced.

This is reinforced by research conducted by Rusmawati & Aditya (2018: 252-258) with the results of research stating that the more positive the self-concept then the lower the level of bullying intent, and the more negative the self-concept then the higher the intent of bullying carried out by grade XI students of SMA N 1 Purbalingga. The coefficient of determination of 0.152 means that self-concept contributes 15.2% to the intent of bullying. In addition to conducting counseling guidance on the importance of building and strengthening positive self-concepts, counseling guidance teachers or guidance and counseling high school teachers can also cultivate a bold character towards their protégés and suggest that there is nothing to fear as long as they do the right thing.

With the growth of bold characters in the face of problems and taking risks can create positive self-concept that must be possessed by high school youth students. Positive self-concept is very important instilled in the personal of teenage students to avoid cases of bullying between friends. In developing this positive self-concept, teenage students also need the help of Counselors in school. This is supported by research conducted by Lestarina Eka, et al. (2017) in the results of his research that can be drawn the conclusion that self-concept is a very important aspect to be understood by every individual in life, because by understanding and knowing the concept of

self owned then the individual will have a good self concept and avoid self-concept that leads to negativity.

Youth is a time that every individual will pass through. At this stage there are many changes that are caused by changes that occur in each individual because at this stage there is a period of transition from childhood to adulthood to that the concept of self is needed by the youth in understanding themselves. In this case there is a role of Counselors in helping students understand their concepts. Here Counselors help direct and advise the youth to understand and accept themselves. The application of rational emotive therapy counseling needs to be applied and implemented in BK learning for high school youth students, they are still classified as being in an emotionally fragile socio-state, the characters are very fragile, many new things they will receive in their daily lives in society with different perspectives be it negative perspectives and positive perspectives. The application of rational emotive therapy counseling will help them greatly in improving the concept of positive self-good to form positive youth character and soul as well, so that these high school youth know what steps they should take and what kind of wise decisions they should decide when faced with complicated issues. Especially when high school youth students face a case of bullying that they may one day experience, they are not surprised and have a strong bulwark and courage to fight or to ignore the bullying that their friends are doing so as to reduce the negative impact of the bullying that has been done by his friends.

The assumption of high school youth students will be much different from students who have not received the material of applying rational emotive therapy counseling to improve the positive self-concept of high school youth students.

By applying rational emotive therapy counseling to high school youth students as a result of bullying victims can improve the concept of positive self-

development for the advancement of the mindset and as a provision for them to live their lives in the future. Many benefits will be obtained by applying Rational Emotive Therapy counseling to high school youth students especially (1) teenage students will be more able to appreciate themselves to love and always do positive things that are beneficial to themselves, (2) with this rational emotive therapy counseling adolescent students are able to appreciate what they have achieved and how to treat themselves well so that no one can to influence and put into it things that are destructive and self-harming until they become victims of bullying are not possible if the teenage high school student has strengthened and shaped her mentally early on, (3) with the application of rational emotive therapy counseling, high school teenage students victims of bullying can agilely rise from the deterioration that has been silent all along when their friends bully even the spirit to rise from the problem of bullying will be higher so that they as victims of bullying can grow into a strong and courageous individuals more than ever, and (4) the application of rational emotive therapy counseling for students victims of bullying brings a huge positive impact and influence to improve the concept of positive self, good, and true so that these high school youth students are ready to later enter the world of higher education and the world of work that is ready to wait ahead.

The positive self-concept that high school students hope to get by applying rational emotive therapy counseling is a positive emotional reaction about how high school students think about themselves, how to be themselves, how they view themselves and how they treat and love themselves well first. It is very important to be used and cultured in the life of the dominant high school youth students they are prestige and participate has no principles of their own and is even very lame in making a wise and good decision. With the development of positive teenage student self-concept, high school students can appreciate themselves

so that they will be much more careful and wary of themselves and also not careless in associating with their peers, because they will realize directly or indirectly their social environment is either for themselves or will damage themselves if they are affected by a new adverse thing. In addition, a positive self-concept is able to make high school youth students have a targeted and consistent life goal, especially in designing or programming themselves into an ideal teenager like what they want to achieve.

This is the basic reference that the importance of the application of rational emotive therapy counseling that can be used to improve the positive self-concept of students victims of bullying, especially high school youth students who are increasingly occurring in high school institutions. With this, high school counseling guidance teachers can help high school youth through counseling guidance through the application of counselling rational emotive therapy to keep their daughter's son facing problems even open to the problems they are facing alone in order to find solutions, especially the problem of bullying among high school teen friends in his school.

## **CONCLUSION**

From the discussion, it can be concluded that in dealing with bullying cases against high school youth students as counseling guidance teachers can apply rational emotive therapy counseling that can improve the positive self-concept of teenage students who are being victims of bullying in high school. The positive self-concept obtained by high school students among others can be self-respecting, high school teen students can make wise decisions and control themselves so not to be affected by the environment and negative association that exists. Students can direct their life goals to be as ideal as what they want against themselves and high school students will love themselves more so that there will be no friends to do bullying again because of the strong character that has been internalized to them.

## REFERENCES

1. Corey, Gerald. (2003). Teori dan Praktek Konseling dan Psikoterapi. Penerbit Refika Aditama: Bandung.
2. Dryden, W. (2003). The REBT pocket companion for clients. New York: Albert Ellis Institute.
3. Dryden, W., DiGiuseppe, R., & Neenan, M. (2003). A primer on Rational Emotive Behavior Therapy. Champaign, IL: Research Press.
4. Dryden, Windy. (2003). Rational Emotive Behavior Therapy, Theoretical Development. New York: Brunner and Routledge Publisher.
5. Dryden, Windy. (2009). Rational Emotive Behavior Therapy, The CBT Distinctive Feature Series. New York: Routledge
6. Edy Irawan, Efektivitas Teknik Bimbingan Kelompok Untuk Meningkatkan Konsep Diri Remaja, Jurnal Bimbingan dan Konseling "PSIKOPEDAGOGIA" Program Studi Bimbingan dan Konseling FKIP UAD, 2013, VOLL.II,No.1
7. Edy Irawan, Efektivitas teknik Bimbingan Kelompok untuk meningkatkan konsep diri remaja, Jurnal Bimbingan dan Konseling "Psikopedagogia", Program Bimbingan dan Konseling FKIP UAD. No. 1, Vol.II, ISSN: 2301-6160, Th. 2013.
8. Hermawan, Andik. (2014). Konseling Rasional Emotive Therapy berbasis Islam untuk Meningkatkan Self Efficacy Peserta Didik Mts. Nurul Huda Demak. Tesis. Yogyakarta: UIN Sunan Kalijaga.
9. Lestarina, Eni DKK, Konsep Diri Remaja Dan Peranan Konseling, Jurnal Penelitian Guru Indonesia "JPGI". Vol 2, No. 2. Tahun 2017.
10. Lubis, Namora Lumongga. (2011). Memahami Dasar-dasar Konseling dalam Teori dan Praktik. Penerbit Kencana: Jakarta.
11. Rusmawati, D & Aditya, V, Hubungan Antara Konsep Diri Dengan Intensi Bullying Pada Siswa SMA N 1 Purbalingga, Jurnal Empati, Agustus 2018, Volume 7 (Nomor 3) Halaman 252 – 258.
12. Sari, Afdila. (2016). Konseling Rational Emotive Behaviour Therapy (REBT) untuk mengurangi Gaya Hidup Hedonisme siswa SMA di Panti Asuhan Yatim (PAY) Putri Aisyiyah Yogyakarta. Tesis. Yogyakarta: Program Pasca Sarjana Universitas Islam Negeri Sunan Kalijaga.
13. Siregar, Alfin. (2014). Pendekatan Rahmah dalam Bimbingan dan Konseling Islami dan Implementasinya untuk Meningkatkan Konsep Diri Kelas III Mts Shobahi Perguruan Islam Pondok Tremas Pacitan. Tesis. Yogyakarta: UIN Sunan Kalijaga.
14. Sofyan S. Willis. (2004). Konseling Individual Teori dan Praktik. Penerbit Alfabeta: Bandung.
15. Winkel, W,S. & Hastuti, S. (1989). Bimbingan dan Konseling di Institusi Pendidikan. Penerbit Gramedia: Jakarta.

How to cite this article: Hartanti J. Rational emotive therapy (RET) counseling as a curative effort for negative self-concept of bullying victims. International Journal of Research and Review. 2020; 7(9): 202-208.

\*\*\*\*\*