

Application of Rational Emotional Behavior Counseling to Reduce Burnout of Learning Sunan Ampel High School in Surabaya

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Abstract: This study aims to reduce the burnout of learning, learning through rational emotive counseling behavior as a curative effort in the effective learning process that occurs in class IX students Senior High School Sunan Ampel Surabaya. This study aims to determine the effectiveness of emotive behavior rational counseling to reduce the learning genius of learners with a five-stage intervention, which is the initial stage aimed at fostering good relations with students followed by the intermediate stage, the core / work stage and the final stage as an evaluation and follow-up in rational emotive counseling behavior. This research is included in a quantitative approach to the type of pre-experimental research designs with on group pretest posttest design. The research subjects were eight students of class XI Senior High School Sunan Ampel Surabaya. The instruments in this study used the MBI-SS (Maslach Burnout Inventory-Student Survey). Obstacles in counseling interventions there is one student who experiences boredom learning that is difficult to reveal than other students who feel inadequate in providing counseling interventions. Based on the results of data analysis, it can be concluded that rational emotive behavior counseling is effective in reducing learner boredom learning, but it still requires adjustment to the situation and conditions in each school and there is a difference in students' burnout of learning score between before and after the application of emotive behavior rational counseling.

Keywords: Counseling Rational Emotive Behavior Therapy, Burnout of Learning

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I. Introduction

Humans are the most unique creatures in the world, because between one human and another always shows a good difference from the physical, intelligence, different characters, the basic characteristics that humans have a uniqueness that humans can think, with the excess of thinking that humans more special compared to other creatures.

Learning is the essence of education, without learning there is no education, because learning is a process to change and develop for the better. When individuals carry out learning activities, students are required to develop creative attitudes and responsibilities as students at their age. During high school, children are preparing themselves for self-maturity. During this age, students must be truly guarded so as not to fall prey to promiscuity that is increasingly irregular in this digital age. Student learning process is an obligation of a teacher to support the development of cognition, emotions and behavior that exists in students, so they have a personality, spiritual noble character in the future. There are many choices for them and a teenager should be able to independently make choices without relying on the people around him to determine the choices he will make, including in meeting his needs. To meet their needs requires a more developed ability. With his ability, a teenager has the opportunity to do many things without having to always depend on the people around him, including parents and peers.

In the process of learning, students often experience obstacles in the learning process, one of which is most often encountered is the emergence of a race saturated in learning, which is usually called the saturation of learning. Boredom learning is a common thing for students.

The characteristics that indicate that students are experiencing boredom of learning because they feel as if the knowledge and abilities obtained by students from learning there is no progress so that students who have tiredness of learning experience disruption in their minds that results in what is expected to not run well so that the progress of learning no increase other than that students experience a loss of motivation to learn.

To strengthen the boredom of student learning at Sunan Ampel Surabaya High School, a solid preliminary study was conducted on June 13, 2019. The results of the facts in the field through interviews with counseling teachers, many things caused students to experience high levels of boredom of learning seen from: 1)

not excited follow the learning process well, 2) lose the goal and desire to learn, 3) ignore the teacher who is stressing in class, 4) decreased learning achievement, and 5) lack of learning motivation. In addition students tend to pay less attention to what is conveyed by the teacher when the learning process takes place in class.

Maslach (2011), defines saturation is the result of repeated emotional stress associated with incentive involvement over a sufficiently long period of time.[1]so that the saturation of learning can be reduced by rational emotive behavior counseling techniques that have a comprehensive technical component to reduce student boredom learning.

II. Literature Review

Guidance and Counseling is a process or activity of giving assistance in the form of guidance to individuals who need it, to solve the problems they are facing so that the counselee can develop the potential of his mind and soul, faith and can overcome his life problems. In Corey argues that emotive behavior rational counseling is done by confronting the counselee directly for his illogical beliefs to be challenged how to think logically in the hope of being able to change his illogical beliefs.[2]

According to Ruggiero (2018), important things to consider for counselors in Rational Emotive Behavior counseling practices. ABC theory is a theory of individual personality from the perspective of Rational Emotive Behavior (REP), then added D and E to accommodate these changes. Furthermore, added G as a goal (goal) to be achieved by individuals and F as a new feeling that is raised. Personality theory, known as the theory of A-B-C-D-E-F-G contributions have been felt. RET counseling is a form of active-directive counseling that resembles the process of education (education) and teaching (teaching) by maintaining the dimensions of thought rather than feelings which are, a unity of processes that occur in individuals and are not separate. The end result of the process, A-B-C-D- in the form of Effect (E) cognitive behavior, and emotive. When A-B-C-D takes place in a rational and logical thought process, the end result is positive behavior, on the other hand, if the process of thinking is irrational and illogical, the end result is negative behavior.[3]

According to Ellis and Grieger (1990), emotive behavior rational counseling techniques are cognitive methods: actively dispelling the counselee's irrational beliefs and teaching to do it yourself, changing irrational thinking into rational, working together to understand how to handle problems properly, change language. For example, "I can't" become "I can't yet". Emotive techniques: mental training to build new emotional patterns, feel and behave in real life that is in accordance with what is thought, develop a better sense of humor and help have a better life outlook, practice rational beliefs to increase self-introspection and what responsibilities that happens to yourself.[4]

The purpose of emotive behavior rational counseling is the expected effect (E) is a psychological situation that hopes, applies to the counselee after accompanying the counseling process. Ellis stated that basically the goal of counseling is to form individuals who are rational, against themselves and to an atmosphere that can change lives, can direct themselves, think flexibly and impress themselves.

According to Corey (2012), the stage of development in a rational emotive counseling approach is divided into four of them: Initial Stage, Working Stage, Final Stage.[5]

Weaknesses rational emotive behavioral counseling Effective use of cognitive behavioral therapy interventions requires extensive study, training, and practice.[6] Past exploration is not effective in helping clients change wrong thinking and behavior. Because of the active and directive nature of this approach, sometimes there is abuse of the therapist's power by forcing ideas about what constitutes rational thought. REBT is a powerful and confrontational therapy, sometimes the client will experience difficulties with the confrontational style and as for the strengths of rational emotive counseling behaviors include: A simple and clear ABC framework describing how disturbances occur in humans and the ways in which problematic behavior can be changed, Placing emphasis on newly acquired insights into action, Focusing on teaching client ways to proceed their own therapy without direct intervention from the therapist, the emphasis is on comprehensive and integrative therapeutic practices and cognitive, emotive, and behavioral techniques. Many can be used in changes in one's emotions and behavior by changing one's cognitive structure.[7]

The intervention of group counseling implementation with rational emotive counseling techniques according to Gantina (2011), there are three stages, namely: The process where counsees are shown and made aware that they have illogical thoughts, counsees are helped to believe and be able to think positively and get rid of negative feelings. , and the counselee tries to continuously develop rational thoughts and develop a rational philosophy of life so that the counselee is no longer trapped in problems caused by irrational thinking.[8]

According to Heijden and Brand (2018), burnout is a condition experienced by someone who is fatigued or frustrated because it results in feeling himself not achieved what he has done. He also emphasized by Budiono, (2018) burnout is physical, mental, emotional exhaustion that exists in a person so that it results in stress experienced in easily feeling for a long time with a demanding situation, so that a high emotion arises in

him. Whereas Mercés (2016) argues that learning boredom is an emotional condition in which individuals experience mental and physical saturation as a result of ever-increasing demands.[9]

Dobson (2013), said individuals who have negative views on academic demands lead to boredom learning is a cognitive distortion of destructive behavior in the form of aversion to learning.[1]Research on boredom in the learning process, resulted in several factors that influence the level of learning success of students, both internal and external circumstances. One of the processes that affect saturated learning, is because students do not respond optimally, so when the teacher gives a lesson it is difficult to understand, the learning model is difficult to understand optimally in the brain, many demands to always obey the rules, tasks that must be completed, so that the saturation of learning because it is always the same, by students every day, if this boredom is left alone without any preventive for the continuity of education it will have a very negative impact on students.

Schaufeli (2012), said the implication of fatigue is boredom in the learning process, which corresponds to the size of the pressure obtained from each person's age. Individuals who have high ability, level, saturation are relatively easy to overcome in a simple way. As for who has, low endurance tends to be long, returned to normal position. burnout occurs anytime and anywhere and does not just happen, burnout arises because learners have made gradual changes that arise in learners.[10]

According to Slivar (2013), it is argued that what causes the boredom of learning in school is as follows: The high number of expectations from the school for students who require high achievement. With this, the students feel burdened, lack of sufficient space for the students so that, the level of creativity. existing students are limited, and are reluctant to participate. active when the learning process, little appreciation is given to students. Gift. appreciation and praise will gradually make students more excited. to excel. Because they feel that the school. appreciate the hard work done by students to improve their achievement, at least interpersonal relationships between students and other students, as well as students and teachers. With this, then if there are problems from each individual then the problem is difficult to solve because of miscommunication that is less intertwined. And the amount of hope parents want for their children, so that students feel afraid of failure. In addition to the expectations of criticisms that are always expressed over the mistakes made by students and giving inappropriate punishment for their achievements. From this, it causes the students to feel threatened in the educational environment.[1]

III. Methodology

3.1 Research Design

Based on the problem to be investigated, the type of research uses pre-experimental designs because in this study the control variables were not used and the sample was not randomly selected using the One-Group Pretest-Posttest Design, according to Sugiyono (2012), an experiment conducted on one only groups without comparison groups. [11]This is an initial measurement (pre-test) before being given treatment and a final measurement (post-test) to compare events before being given treatment. The treatment given is rational emotive counseling in group counseling behavior to reduce learner boredom of learning. According to Arikunto (2010) the research design of "One Group Pretest and Posttest" is as follows:

$O_1 \ X \ O_2$

Information:

O1: is the pretest value before the REP counseling intervention

X: treatment is an intervention in the form of REP counseling

O2: is the posttest value after REP counseling intervention[12]

3.2. Research subject

In the subject of this study were eight students at Madrasah Aliyah Sunan Ampel Surabaya with a total of 88 students taken using purposive sampling techniques that have high learning saturation characteristics, there were eight students who were identified as having high levels of learning boredom. The taking of subjects was eight students in one group. According to Geogre (2010), the formation of groups consists of a group of students consisting of 5-8 people in which the group is classified as not too large.[13]

3.3. Research Instruments

Instruments or measuring instruments in collecting data, namely the tools chosen by the research in data collection activities, so that these activities become organized and simplified. In this study, the instrument used to collect data using the MBI-SS (maslach burnout inventory student survey) developed by Naimi and Tulandi (2018), [14]Utrecht University Department of Psychology in his research. In Dian's research (2014), adopted the MBI-SS to test the boredom of learning at MA Al-Inayah Bandung, but the indicators were

developed according to subjects in the field[15]. Also in this study the MBI-SS questionnaire was used to measure students' boredom in studying at MA Sunan Ampel Surabaya. And the indicators are adjusted to the field conditions because the subjects are not the same, it needs to be re-tested its validity and reliability.[16]

3.4. Test Validity and Reliability

The validity test results mentioned that there were 74 valid items with a score of 0.97 on each item that was declared valid. Likewise, 10 items were declared invalid with a score of 0.11 because they had criteria below 0.30. Reliability test is a matter of questions that state the level of consistency of a measuring instrument. To measure consistency, Cronbach's alpha needs to be taken into account as the level of reliability of each variable.[14] The reliability of the learning saturation instrument adjusted to the MBI (Masclah Burnout Inventory) whose results were recorded by having a reliability coefficient of $R_{xx} = 0.862$ with high criteria.

Table 3.1: Case Processing Summary Reliability

Case Processing Summary			
		N	%
Cases	Valid	88	100.0
	Excluded ^a	0	0.0
	Total	88	100.0

a. Listwise deletion based on all variables in the procedure.

The results of the reliability test above provide information about the number of samples (N) analyzed in the SPSS version 25.0 program, namely 88 N students. Because there is no data blank, the valid amount is 100%.[17]

Table 3.5: Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0.752	87

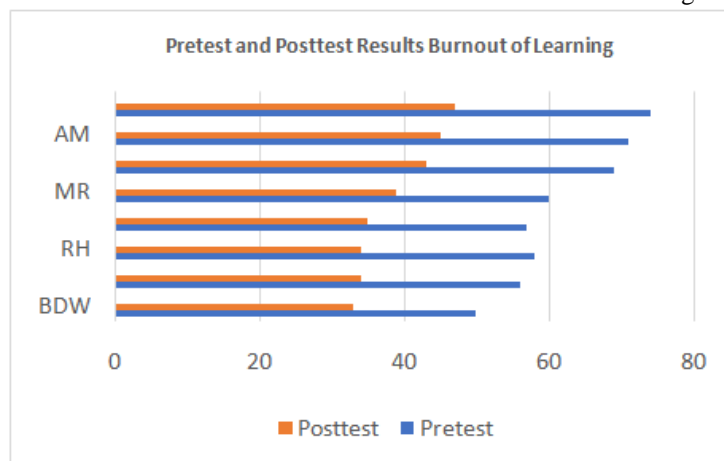
The reliability test results above are known to have N of items there are 86 items with a Cronbach's Alpha value of 0.773. Because the Cronbach's Alpha value is $0.773 > 0.60$, then as the basis for decision making in the reliability test above, it can be concluded that all the instrument questions for the variable "Effectiveness of Rational Emotive Behavior Counseling to Reduce learning boredom are reliable.[18]

IV. Results

4.1. Description of Research Results

The research activity begins with initial observation (Pre-test) followed by a post-test that aims to determine the level of learner saturation, the results of statistical analysis of group counseling data with rational emotive counseling behavior of students in class XI MA students in groups can be seen in graphs 4.1.

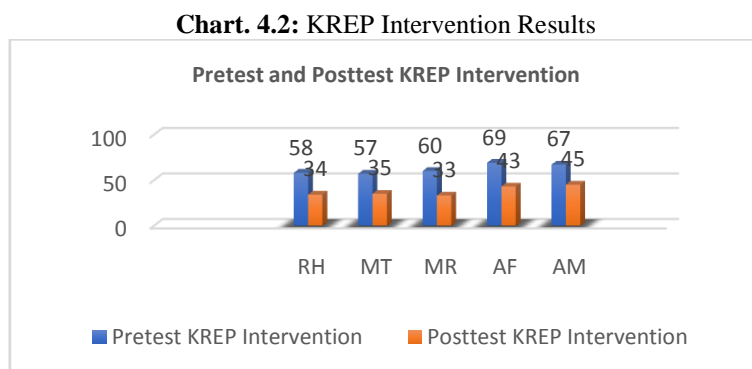
Chart. 4.1: Pretest and Posttest Results Burnout of Learning



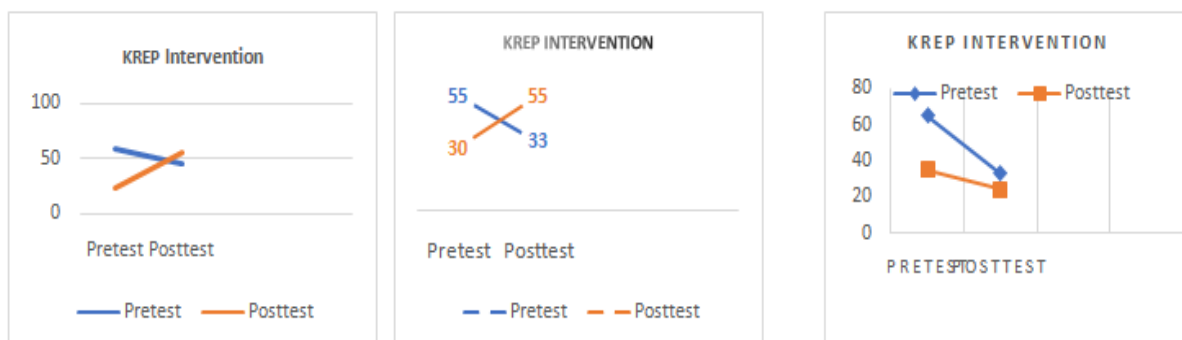
Based on the table above, the amount is higher than the pre-test value which has an intervention value above the average that is smaller than the value below the average. While the number of students at MA Sunan Ampel in group counseling numbered eight students with the lowest score of 33 in the pre-test and increased after being given an intervention to 50. So there is effectiveness in rational emotive counseling behavior to reduce the saturation of students.

4.2 . Results of Counseling Intervention REP

Giving Interventions are given to students when they are at the point of boredom of learning that can not be controlled as a curative effort. The results of emotive counseling rational intervention of students' behavior are visualized into the diagrams presented in Figure 4.2.



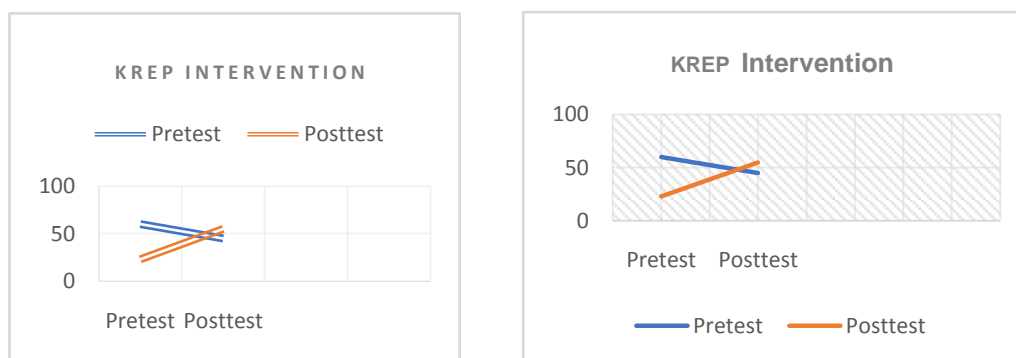
From the results of the graph above it can be seen that there is a decrease in the score after the KREP intervention. The analysis of individuals in counseling REP include:



MH: Based on the results of the pretest saturation learning subjects get a score of 56 with a high category. The saturation form of RH learning has been classified as high due to frequent complaining when physics lessons are boring, easy to knock and confusing formulas so that boredom appears. Thus RH is considered necessary to get treatment from counselors, which aims to assist RH in reducing the saturation of learning through group counseling activities with KREP. The results of the RH treatment show slowly that there has been a slight decrease experienced and the end of the meeting given a posttest showed a decrease in the score to 34.

RH: Based on the results of pretest saturation learning subjects get a score of 58 with a high category. The form of saturation learning RH has been classified as high due to the boring and easy to knock lessons so that boredom appears. Thus RH is considered necessary to get treatment from counselors, which aims to assist RH in reducing the saturation of learning through group counseling activities with KREP. The results of the RH treatment show slowly that there has been a slight decrease experienced and the end of the meeting given a posttest showed a decrease in score to 32.

MT: Based on the results of the pretest saturation learning subjects get a score of 58 with a high category. The form of boredom MT learning so far is high due to the boring lessons, it is difficult to understand MTK lessons and lazy to do MTK assignments because it is confusing. Thus the MT is deemed necessary to obtain treatment from the counselor, which aims to assist the MT in reducing the saturation of its learning through group counseling activities with KREP. From the MT treatment results show slowly that there has been a slight decrease experienced and the end of the meeting given the posttest showed a decrease score to 32, so there is a 26% decrease in the level of saturation.



MR: Based on the results of the pretest the learning saturation subjects got a score of 60 with a high category compared to the score of other friends and decreased after getting KREP intervention with a score of 33 so there was a decrease in learning saturation to 27%. The form of MR learning boredom has been classified as high due to lack of learning goals, low motivation and lazy to do assignments. MR evaluates himself whether good or bad, whether able to achieve the desire or vice versa. MR Realizing that his behavior was wrong. After going through the REP group counseling process, MR gradually began to change his intention as a student whose purpose was to seek knowledge for his own future and to interpret the importance of learning for his own future. Based on the results of the pretest saturation learning subjects received a score of 69 with a high category. The boredom of AF learning so far is relatively high compared to other friends, because the lessons are boring and easy to knock because MTK students are confused so that the boredom of learning arises. Thus AF felt necessary to get treatment from counselors, which aims to assist AF in reducing the saturation of learning through group counseling activities with KREP. The results of the AF treatment show slowly that there has been a slight decrease experienced and the end of the meeting given a posttest showed a decrease in the score to 43.

AM: Based on the results of the pretest the learning saturation subjects got a score of 67 with a high category and decreased after getting the KREP intervention with a score of 45 so there was a decrease in learning saturation to 22%. The form of boredom AM learning so far has been classified as high compared to other friends, due to lack of learning goals, monotonous learning that's all and low motivation. AM evaluates the behavior carried out whether good or bad, whether able to achieve the desire or vice versa. AM Be aware that his behavior is wrong. After going through the counseling process of the REP group, AM gradually began to follow every free time to spend to learn and interpret the importance of learning for his own future.

After getting the data from the results of the pretest and posttest then it is analyzed using the Wilcoxon test using SPSS version 25. Previously the prerequisite test was to find the level of normality and homogeneity.

V. Conclusion

Based on the results of research and discussion, it is concluded that rational emotive counseling is effective behavior to reduce students' learning boredom in MA Sunan Ampel Surabaya. Counselors can utilize group counseling with effective behavioral emotive counseling techniques to reduce learning boredom as a curative effort on students. Counselors can read and use existing guidelines to get optimal results. For further researchers can make the results of this study as a reference for developing group counseling with emotive behavior rational counseling techniques to reduce students' learning boredom.

The effectiveness of emotive behavior rational counseling to reduce learner boredom of learning from the Wilcoxon Signed Ranks Test results decreased learning saturation from the pretest value to the posttest value.12 The average can reduce the learning boredom with a score of 1,4,50, which is number 1, ranking 1, positive is, 36.00. 1

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