

THE EFFECTIVENESS OF RATIONAL EMOTIVE BEHAVIOUR THERAPY (REBT) GROUP COUNSELLING IN ENHANCING STUDENTS' SELF-CONFIDENCE: A LITERATURE REVIEW

RESEARCH ARTICLE

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Abstract

This research aimed to prove the role of group counselling using the Rational Emotive Behaviour Therapy (REBT) approach in increasing students' self-confidence. It discussed literature regarding the effectiveness of group counselling with the REBT approach in enhancing students' self-confidence. The research method used was a qualitative approach with a systematic literature review method. A systematic literature review was a research process that identified, evaluated, and interpreted relevant research related to research questions, certain topics, or phenomena that were being studied. The results of this research showed that the effectiveness of group counselling using the REBT approach in increasing students' self-confidence was significant. By employing various evaluation methods such as self-confidence scales, behavioural observations, student interviews, measuring stress and anxiety levels, and monitoring academic achievement, this research succeeded in measuring significant changes in students' self-confidence. The effectiveness of REBT was evident in changes in students' thinking patterns and behaviour, leading to increased learning confidence. Key success factors, such as changes in group member behaviour, increased student self-understanding, and support among group members, made important contributions to achieving the goals of group counselling.

Keywords: group counseling, REBT, self-confidence

Introduction

The Ministry of National Education Regulation No. 23 of 2006 on Graduate Competency Standards (SKL) states that the "Graduate Competency Standards for Education Units (SKL-SP) at the high school/MA/SMALB/Paket C level in points 2 and 3 are to develop oneself optimally by utilizing one's strengths and improving weaknesses, demonstrating self-confidence and taking responsibility for their behavior, actions, and work." Self-confidence is a positive attitude that enables an individual to develop a positive assessment of themselves and their environment. It is a crucial aspect of personal development, influencing behavior and actions, and is a determinant of success in learning.

According to [Thalib \(2010\)](#), a lack of self-confidence arises because an individual has a low self-concept. Self-concept is a dynamic self-image, self-evaluation, and self-acceptance formed through the perception and interpretation of oneself and the environment. A negative self-concept impacts an individual's attitude towards themselves and their surroundings. [Bandura](#) states that "self-confidence is the belief that one has the ability to behave in a way that is necessary to achieve the desired results." [Maslow \(as cited in Iswidarmanjaya, 2014\)](#) asserts that "self-confidence is a fundamental asset for development in self-actualization (exploring all one's abilities)." Students' belief in themselves arises because they possess self-confidence. However, in reality, many students lack confidence in their potential, preventing them from self-actualizing.

Several previous studies, including [Hakim \(2002\)](#), revealed that adolescent self-confidence is generally at a moderate level, with only a small fraction of teenagers exhibiting high self-confidence. Observations of students indicate aspects that suggest a lack of self-confidence. For instance, some students exhibit signs of insecurity or low self-esteem due to perceived deficiencies in various areas, such as physical abnormalities. This problem can be exacerbated if the individual has experienced severe humiliation, leading to mental shock (trauma), which perpetuates the issue and hinders their ability to confidently engage in social interactions. A person may face self-confidence issues if their body does not match the ideal body image prevalent in society. Therefore, individuals strive to maintain physical and mental health, as it is a crucial factor influencing one's ability to navigate life. Confidence is a hallmark of mental health, with confident individuals tending to be optimistic and approaching problems calmly, enabling rational analysis. They are less likely to depend on or be influenced by others and possess strong adaptive abilities. According to [Adler \(as cited in Lauster, 2012\)](#), the most critical human need is self-confidence and the ability to excel compared to others. This underscores the importance of self-confidence in daily life.

Individuals with low self-confidence have negative feelings towards themselves, weak beliefs in their own abilities, and inaccurate knowledge of their capacities. Lack of self-confidence is a condition where an individual experiences doubt about their own abilities. [Hidayat \(2010\)](#) states that individuals who lack confidence are hesitant to try new things, easily feel unwanted in their surroundings, exhibit rigid emotions, are prone to frustration, and sometimes deny their own potential and talents. Rational Emotive Behaviour Therapy (REBT) is a counseling approach focused on changing individuals' thought patterns and self-understanding. By combining aspects of rationality and emotionality, REBT aims to help individuals identify and modify unhealthy or detrimental thought patterns.

Guidance and Counseling is an effort to provide assistance directly by an expert to help students independently overcome their problems. Through guidance and counseling services, students facing issues can find alternative solutions to resolve their problems on their own. To enhance students' self-confidence, support through group counseling services using the Rational Emotive Behavior Therapy (REBT) approach is essential. According to Breg and Johnson (Wibowo, 2019), group counseling is a dynamic process that involves both interpersonal and intrapersonal interactions, with its content derived from the feelings and behaviors of the individual group members. The group leader is a professionally trained counselor with the ability to create an atmosphere of trust, openness, responsibility, and interdependence through a therapeutic process that involves understanding, empathy, and conflict management. The group members are individuals within a normal range of adjustment who seek to enhance their self-awareness and awareness of others, thereby better equipping themselves to handle developmental situations. A literature review on the effectiveness of REBT group counseling in enhancing students' self-confidence is becoming increasingly relevant and important. Lack of self-confidence arises from limited student participation, difficulties in public speaking and discussing with peers, and fear of making mistakes when expressing opinions, leading to feelings of insecurity when questioned by teachers. A student who lacks self-confidence is unable to convey their feelings, thoughts, or aspirations to others, making them hesitant to take action. This hinders the achievement of educational goals, as students who lack confidence tend to have negative thoughts about themselves, preventing their potential from being fully realized. In this context, a comprehensive literature review is essential to deeply understand the contributions and potential of this counseling method in boosting students' self-confidence.

This study also utilized research questions (RQ) as per the suitability indicated in the research table, also referred to as the Research Problem, interpreted as a formulation that questions a phenomenon, either in its position as an independent phenomenon or as a phenomenon interrelated with others, both as causes and effects (Suryono, 2013). There are three (3) possible approaches to determining the problem in this RQ research:

- RQ.1: To what extent does the literature support the effectiveness of Rational Emotive Behavior Therapy (REBT) Group Counselling in enhancing students' self-confidence?
- RQ.2: What are the key factors influencing the success of REBT Group Counselling in enhancing students' self-confidence, based on the findings in the literature?
- RQ.3: What are the key factors influencing the success of REBT Group Counselling in enhancing students' self-confidence, based on the findings in the literature?

Literature Review

Group Counselling

Group counselling involves bringing individuals together in a group to undergo counseling sessions together. This approach allows participants to share experiences, support each other, and learn from others' experiences. In group counseling, each member has the opportunity to share their stories, experiences, and feelings with other members, often eliciting empathy and solidarity among

them (Lumongga, 2017). This process allows group members to feel heard, understood, and accepted by others who are experiencing similar situations, which can reduce feelings of isolation and loneliness often associated with the issues they face. Moreover, group counseling also provides an opportunity for members to gain new perspectives on their issues through conversations and discussions with individuals who may have different experiences or insights. The group counseling facilitator, typically a trained professional, plays a crucial role in guiding the group process, helping members identify and understand the root of their problems, and directing them towards constructive solutions. Thus, through group counseling, participants can gain social support, expand their self-awareness and understanding of the issues they face, and develop skills to effectively cope with difficulties in a supportive and therapeutic context.

Rational emotive behaviour therapy (REBT)

Rational Emotive Behavior Therapy (REBT) is a therapeutic approach that emphasizes the complex relationship between an individual's thoughts, feelings, and behaviors. Pioneered by Albert Ellis, this therapy aims to change unhealthy and detrimental thinking patterns into more rational and constructive ones. REBT teaches that it's not the situation itself that causes us to feel and act, but rather our thoughts about the situation. In this therapy, the therapist and client actively collaborate to identify and evaluate beliefs and thought patterns that support negative emotions or unhealthy behaviors.

Techniques such as logical disputing, cognitive restructuring, and learning new experiences are used to help clients replace irrational thoughts with more rational and adaptive ones. REBT also teaches clients to accept the reality that life is often unfair or imperfect, yet they still have the ability to change their responses to these situations. Through this process, clients can acquire skills to manage their emotions more effectively, improve their mental well-being, and change detrimental behavior patterns into more adaptive and constructive ones (Turner, 2016).

Enhancing students' self-confidence

Self-confidence is an individual's belief in their ability to achieve goals and face challenges. REBT can help students recognize and change detrimental thought patterns that may hinder the development of self-confidence (Hartati, Ma'ruf 2022). One way to enhance students' self-confidence is by providing recognition and positive reinforcement for their achievements, both in academic settings and outside the classroom. Moreover, creating an inclusive and supportive learning environment where students feel heard, valued, and accepted by peers and teachers is also key to building their self-confidence. Giving students opportunities to take responsibility and face challenges appropriate to their skill levels can help them feel more confident in their abilities to overcome obstacles and achieve goals. Supporting students in identifying and developing their interests, talents, and strengths can also boost their self-confidence as they feel recognized and valued for the unique contributions, they bring to the learning environment. Lastly, providing constructive feedback and guided instruction to address uncertainty or failure is also crucial in helping students gain the confidence to persevere and learn from their experiences (Suhardita, 2021).

Methodology

Research design and approach of the study

This study employed a Systematic Literature Review (SLR) methodology. A Systematic Literature Review is a type of research method that involves identifying, evaluating, and interpreting research results related to specific research questions, topics, or phenomena of interest (Kitchenham, 2004). The SLR is highly beneficial for synthesizing various relevant research findings, providing policymakers with more comprehensive and balanced information (Siswanto, 2010).

The "planning the review" stage was conducted through two steps: identifying the review needs and developing the review protocol. This study was deemed essential to provide adequate information on the effectiveness of REBT group counseling in enhancing students' self-confidence, as there were not many comprehensive summaries of research findings on this topic. The review protocol was formulated to minimize researcher bias and encompasses various aspects, such as research background, research questions, reference search strategies, study selection criteria, study quality assessment, data extraction, and data analysis (Purwaningrum, 2023).

Sample

From Table 1 below, the journals that were suitable references for this research were those that matched the research questions indicated by the "v" symbol. The more aligned the references are with this research, the more "v" symbols they will have. The selected references had to be published within a specific timeframe, such as the last 6 years, and had to be accessible in full-text PDF format in both Bahasa Indonesia and English to ensure that the literature review covers the latest developments in the field. The selection of 7 references were carried out through search methods involving Google Scholar, Google, the Garuda portal, and conference proceedings. The Inclusion Criteria for the Literature Review could be seen in the following table:

Table 1. *Inclusion Criteria for Research*

Criteria	Inclusion
Timeframe	Publication of articles and journals within the last 6 years, between 2019 - 2024
Subject	Group Counseling REBT
Language	Indonesian and English
Journal Type	Research articles and journals, fulltext PDF
Theme	The Effectiveness of Rational Emotive Behavior Therapy (REBT) Group Counseling in Enhancing Students' Self-Confidence

Based on the results of searching Google Scholar and Google with the keywords "The Effectiveness of Rational Emotive Behavior Therapy (REBT) Group Counseling in Enhancing Students' Self-Confidence," 276 articles and journals were found to match the keywords. Out of these, 106 articles and journals underwent screening, while 56 were excluded, because it doesn't meet the feasibility test and doesn't match the keyword criteria. Assessment of suitability was conducted on 50 full-text

articles and journals that did not meet the criteria, resulting in 20 exclusions. Therefore, 7 full-text articles and journals were reviewed.

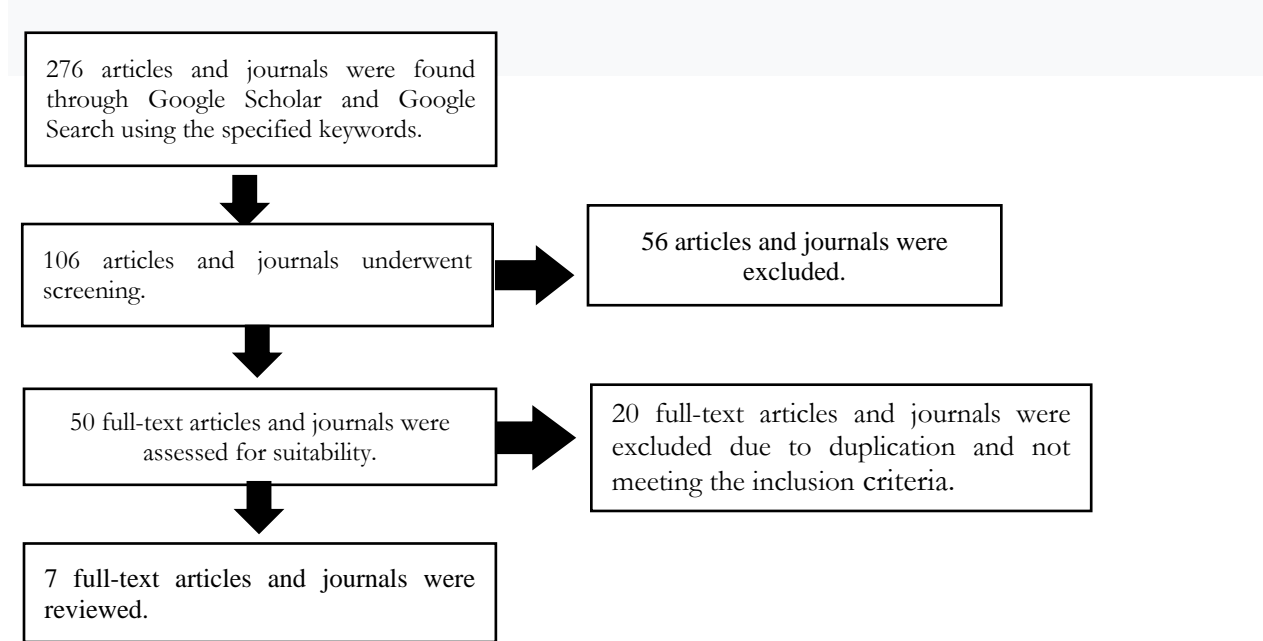


Figure 1. Flowchart of Article and Journal Review

Tabel 2. Summary of literature data on the effectiveness of rational emotive behavior therapy (REBT) group counseling

Research Title	Year	Author	Source	Compatibility with Research		
				RQ.1	RQ.2	RQ.3
Effectiveness of Rational Emotive Behavior Therapy Group Counseling to Improve Students' Self-Confidence at North Barito High School	2022	Nur Hikmah Hartati, Hidayat Ma'ruf, Nurul Rahmi(Nur Hikmah Hartati, Hidayat Ma'ruf, 2022)	International Conference on Islamic Educational Guidance and Counseling	v	v	v
The Effectiveness of Group Counseling Using the REBT Approach to Reduce Student Anxiety and Enhance Confidence of 12th Grade Students in Taking State University Entrance Examinations at	2024	Nilas Siti Wulandari, Firman, Netrawati, Mohd Nazri (Wulandari & Nazri, 2024)	Multidisciplinary Scientific Journal	V		v

MAN 1 Southeast Aceh						
The Effectiveness of Group Counseling Services with the REBT Approach to Enhance Self-Confidence of 10th Grade Students at SMA Negeri 1 Academic Year 2019/2020	2019	Rifki Maulana(Maulana, 2020)	PGRI University Yogyakarta, Jl. PGRI I No. 117 Sonosewu, Yogyakarta	V	v	v
The Effectiveness of Group Counseling Services in Enhancing Students' Self-Confidence through the REBT Approach in 10th Grade Students at SMA YP Unila Bandar Lampung Academic Year 2022/2023	2022	Eris Dwi Harliza, Siti Suratini Zain, Noviana Diswantika(Dwi Harliza et al., 2023)	Scientific Journal of Guidance and Counseling Students at STKIP-PGRI Bandar Lampung			v
The Effectiveness of Group Counseling Cognitive Restructuring Techniques to Increase the Self-confidence of Students	2023	Humaira Dwi Setiyowati, Nyoman Dantes,Kadek Ari Dwiarwati(Humaira Dwi Setiyowati, Nyoman Dantes, 2023)	Bisma The Journal of Counseling		v	v
Effectiveness of rational emotive behavior therapy group counseling to improve students' self-confidence	2023	Auladina Lathifa, Yarmis Syukur, Megaiswari Biran Asnah, Nurfarhanah	COUNSEL: Journal of Guidance and Counseling (E-Journal	v		
The Effectiveness of Group Counseling with Rational Emotive Behavior Therapy Techniques in Addressing Student Bullying Behavior	2022	Syaiful Haq Alfaruqia, Makin(Alfaruqi, 2022)	PUBLIK: Publication of Islamic Guidance and Counseling Services	v		V

Results and Discussion

In Literature Review of the seven articles and journals, which utilized questionnaires, observations, interviews, and documentation. The seven studies yielded positive and significant results, namely: (1) There was a difference in students' behaviour levels before and after the service was provided, indicating that this group service effectively enhanced students' self-confidence. Understanding the impact of behaviour stemming from lack of self-confidence. (2) Group counselling services with REBT approach based on audiovisual effectively provided an overview and influenced the increase in students' academic self-confidence. (3) Students required group services to

make decisions confidently and correctly without any doubt. (4) There was a significant influence between internal and external factors in preventing lack of confidence. If internal factors within the students can accept the service well, external factors such as parental and environmental support can help prevent lack of confidence in students. (5) Group services in the REBT approach, when provided according to needs, could have a positive impact. There was an increase in students' self-confidence, as evidenced by the research results before and after counselling services with the rational emotive behaviour therapy (REBT) approach.

There were differences in the results of the seven aforementioned articles and journals, particularly regarding the significant influence methods before and after the treatment. The first study provided an overview of the effectiveness of group counselling using the REBT approach to enhance students' self-confidence, utilizing a quantitative experimental method. The second study employed a qualitative method, while the third study assessed the level of self-confidence in social interaction among students using questionnaires and calculating validity using the product moment. The fourth study adopted an experimental research design, specifically a Quasi-Experimental Design with a pretest-posttest only control group design. The fifth study utilized a quantitative research method with a quasi-experimental approach using a Non-equivalent Control Group design and employing questionnaires and interviews as instruments. The sixth study used a quantitative research method with an experimental design involving two groups: an experimental group with treatment and a control group for comparison. Lastly, the seventh study employed a quantitative experimental strategy (True Experimental Design). The subjects in studies 1, 2, 3, and 7 are students at the MAN/MA level, while those in studies 4, 5, and 6 were students at the SMA level.

The effectiveness of rational emotive behavior therapy (REBT) group counseling in enhancing students' self-confidence

"The Effectiveness of Rational Emotive Behavior Therapy (REBT) Group Counseling in Enhancing Students' Self-Confidence" refers to research or counseling approaches that utilized rational-emotional behavior therapy (REBT) in a group context to enhance students' self-confidence levels, involved the following elements:

- **Group Counseling:** Group counseling involves gathering individuals in a group to undergo counseling sessions together. This approach allowed participants to share experiences, support each other, and learn from others' experiences.
- **Rational Emotive Behavior Therapy (REBT):** REBT is a form of cognitive-behavioral therapy developed by Albert Ellis. This therapy focuses on the relationship between thoughts, feelings, and behaviors. REBT helps individuals identify and change irrational thoughts that may lead to negative emotions and unhealthy behaviors.
- **Enhancing Students' Self-Confidence:** Self-confidence is an individual's belief in their ability to achieve goals and face challenges. REBT can help students recognize and change detrimental thought patterns that may hinder the development of self-confidence.
- **Effectiveness:** The research aimed to evaluate the extent to which group counseling using the REBT approach is effective in enhancing students' self-confidence. Research methods may

involve collecting data before and after interventions, as well as comparing with a control group if applicable (Hartati, 2022).

It is important to note that the effectiveness of a counseling approach can vary depending on various factors, including the characteristics of individual students and groups, counselor skills, and school context (Alfaruqi, 2022). Based on the explanation provided by the research, it could also be said that the study on the effectiveness of group counseling with the Rational Emotive Behavior Therapy (REBT) approach at MAN Barito Utara in the academic year 2021/2022 yielded interesting findings. From the data analysis results, it was evident that group counseling services using the REBT approach successfully increased students' self-confidence significantly. Before participating in group counseling, the average self-confidence score of students was 95.6, but after the intervention, it increased to 105.4. The measurement method used, namely pretest and posttest, provides a reliable picture of the changes. Statistical analysis using SPSS version 25 and T-test indicated that these changes were not random, with a significance value (2-tailed) of 0.007, which was smaller than the threshold significance value of 0.05. These results indicated that the increase in students' self-confidence after participating in REBT group counseling had a statistically significant impact.

Furthermore, rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a) imply that there is a significant positive impact of group counselling services with the REBT approach on students' self-confidence. This conclusion provided a significant contribution in the context of learning at MAN Barito Utara, indicating that the REBT approach could be considered as an effective method to enhance students' self-confidence. Its implications could serve as a basis for the development of more effective group counselling strategies in the future.

The effectiveness of Rational Emotive Behaviour Therapy (REBT) group counselling in enhancing students' self-confidence could have a significant positive impact in addressing bullying behaviour experienced by students. The REBT approach, which emphasizes changes in students' thought patterns and behaviours, could be an effective strategy to reduce and prevent bullying behaviour in the school environment (Alfaruqi, 2022). In the context of addressing bullying behaviour, providing group counselling services using REBT techniques could provide strong guidance for students in changing their thought patterns and behaviours. REBT helped students identify and address irrational thoughts that may drive bullying behaviour. By responding positively to their self-concepts, students could experience significant changes in how they interacted with others. Emphasizing a series of group counselling sessions also enables students to support each other and share experiences. In the context of addressing bullying behaviour, this could create a supportive environment where students felt heard, understood, and supported by peers and counsellors.

All group members, as research subjects, actively participated in a series of meetings and successfully understood the issues they experienced. By applying REBT techniques, students could transform their bullying behaviour into better behaviour, such as showing more respect and appreciation for others. Commitment to changing such behaviour could be the key to success in addressing bullying behaviour in schools. Thus, integrating the effectiveness of REBT Group Counselling in Enhancing Students' Self-Confidence with addressing bullying behaviour provides a holistic approach that not only helped students improve self-confidence but also shaped more positive behaviours and appreciation for others in the school environment.

Key factors influencing the success of REBT group counseling in enhancing students' self-confidence, based on literature findings

Based on the literature findings presented, several key factors influencing the success of Rational Emotive Behaviour Therapy (REBT) Group Counselling in enhancing students' self-confidence had been identified (Sari, 2002). Firstly, a significant decrease in student bullying behaviour is associated with behavioural changes in each group member. Throughout each group counselling session, members undergo a transformation from initially being less open to becoming more open in discussing issues and providing responses to peers who express statements. Furthermore, students' self-awareness increased during the provision of group counselling services, especially when REBT techniques were applied as procedures to alter thinking patterns and behaviours. This fosters individuals' awareness of their capacity to live more rationally and improved cognitive or behavioural patterns detrimental to their well-being. Group members were able to exercise self-control and resist external negative influences, such as peer pressure to engage in negative behaviours (Alfaruqi, 2022). The research also noted that despite the lingering temptation to engage in misconduct, group members refrain from doing so. They recognized that their past bullying behaviour was not beneficial and was only done out of boredom or in jest. Each group member had committed to striving for change and avoiding negative behaviours.

In the context of REBT usage, this therapy was elucidated as a cognitive-behavioural method focusing on the interplay of emotions, actions, and thoughts. REBT aids individuals in engaging in rational thinking, even in emotionally challenging situations, and overcoming irrational beliefs that may lead to negative behaviours (Lathifa et al., 2023). The importance of peer support within the group was also emphasized, where mutual support and feedback allowed each group member to evolve into a better individual. Therefore, these factors created a supportive group environment conducive to positive change and enhance students' self-confidence, ultimately achieving the ultimate goal of group counselling with the REBT approach (Apriyanto et al., 2022).

The result of REBT group counseling application on students' self-confidence can be effectively measured and evaluated

The application of Group Counselling with Rational Emotive Behaviour Therapy (REBT) approach on students' self-confidence yields measurable results through various effective evaluation methods. Firstly, utilizing self-confidence scales before and after the intervention offers detailed insights into the changes occurring in students' self-confidence levels (Maulana, 2020). These scales can encompass various life aspects such as academic achievement, social relationships, and self-development. By comparing pre- and post-group counselling results, significant changes in students' self-perception can be identified (Lathifa, 2023). Observing students' behaviours also served as a crucial evaluation instrument. Increased student participation in school activities, willingness to speak up in class, or readiness to take risks in learning can indicate changes in self-confidence. These observations provided concrete insights into how students apply the changes gained through group counselling sessions in their daily lives (Sari, 2002). Interviews with students offered another way to understand changes in self-confidence more deeply. Listening to students' experiences, their feelings regarding themselves, and the extent to which they feel more capable of facing challenges are

essential qualitative aspects in evaluating the effectiveness of REBT group counselling (Harliza et al., 2023).

Additionally, measuring the levels of stress and anxiety before and after the intervention provided additional insights into the psychological impacts of group counselling. Stress and anxiety reduction could contribute to increased student self-confidence, and this evaluation can help assess the effectiveness of the REBT approach in managing emotional aspects (Erismon & Karneli, 2021). Finally, monitoring students' academic achievements could serve as an objective indicator of changes in self-confidence. Improvements in learning outcomes or students' participation in academic activities can reflect the positive influence of group counselling on their self-confidence (Wulandari & Nazri, 2024). By combining these evaluation methods, counsellors could gain a comprehensive understanding of the extent to which REBT group counselling has successfully enhanced students' self-confidence. Learning self-confidence is defined as a positive attitude reflected in individuals' habits and appearances in developing positive assessments of themselves, others, the environment, and situations faced to achieve mastery of knowledge. Learners with learning self-confidence tend to be aware of their abilities in terms of behaviour, emotions, and spirituality, while those with less confidence may experience barriers in the development of intellectual achievement, skills, independence, and socialization abilities.

The Rational Emotive Behaviour Therapy (REBT) approach is relevant in addressing learning self-confidence problems rooted in problematic thought patterns. These problems arised due to negative thought patterns or doubts that pervade learners' minds. For example, someone who consistently doubts their abilities without attempting to channel their potential can develop a lack of self-confidence. Therefore, REBT is applied as a counselling method to help learners overcome learning self-confidence issues (Khotimah, Cristina, Elisabeth, 2014). In this context, REBT counselling emphasized the need for changes in irrational belief patterns in the counselees. By helping counselees identify and change negative thought patterns and self-doubts, REBT counsellors aimed to help learners develop themselves and enhance self-confidence. Understanding and changing these thought patterns were expected to help learners release doubts, recognize their potential, and ultimately actualized their abilities in social and learning environments (Lathifa, 2023).

Conclusion

The effectiveness of Group counselling with Rational Emotive Behavior Therapy (REBT) in enhancing students' self-confidence has shown positive impacts. These impacts contributed significantly to the development of more effective group counseling strategies in educational settings. In addition to boosting students' self-confidence, REBT Group Counseling could also have positive effects in addressing negative behaviours, creating an environment supportive of positive changes, and fostering more positive behaviours and respect for others in the school environment. Incorporating various evaluation methods such as self-confidence scales, behavior observation, student interviews, stress and anxiety level measurements, and academic performance monitoring, this research successfully measured significant changes in students' self-confidence.

The effectiveness of REBT was evident in the shifts in students' thought patterns and behaviors leading to improved learning self-confidence. Key success factors, such as changes in group members' behaviors, enhanced self-understanding among students, and group members'

support, contribute significantly to achieving group counselling objectives. With statistically robust results, this research indicated that REBT Group counselling could be considered an effective and relevant method in enhancing students' self-confidence. Its implications could serve as a foundation for the development of more holistic counselling strategies focused on building self-confidence in the future. Several recommendations for future research can be proposed. First, further empirical research was needed to explore the effectiveness of REBT in various educational and cultural contexts to ensure the generalizability of the findings. Second, longitudinal studies were recommended to evaluate the long-term impact of REBT group counseling on students' self-confidence, allowing for an assessment of the sustainability of therapeutic effects over time.

Competing interest

The authors have declared that there is no competing interest.

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