

The Effectiveness of Rational Emotive Behavior Therapy Group Counseling to Reduce Loneliness through Increasing Self-Adjustment for New College Students

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Abstract

This study aims to examine the effectiveness of rational emotive behavior therapy group counseling to reduce the loneliness through increasing self-adjustment to new college students at Borneo Tarakan University. The research method used was an experimental design, the design of pre-test – post-test control group involving 16 subjects who purposively selected from 79 students. The result showed that there was an indirect effect given to the rational emotive behavior therapy group counseling towards loneliness through increasing self-adjustment to new college students. This study provides an understanding for counselors regarding rational emotive behavior therapy group counseling in reducing the loneliness through increasing self-adjustment to new college students.

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INTRODUCTION

Self-adjustment is a demand that will be felt by each to be able to achieve his role in the community, in this case involving mental response and behavior so it does not mean incompatible with the prevailing norms. Many individuals will feel difficulties and become unhappy when unable to adjust in their environment. This is in line with Schneiders (1964) that self-adjustment is a process that involves mental and behavioral responses to overcome his inner needs, tensions, disappointments, and conflicts to achieve a harmonious between personal encouragement and his environment.

A good self-adjustment can occur when an individual can be balanced himself and his environment no more needs are not met, and all the functions and needs of the individual will run normally. As Iflah, and Listyasari (2013) stated that self-adjustment is a lifelong process, humans must be able to find, overcome the pressures and challenges of life in order to be able to reach as a good person while being able to adjust well in any new environment. A person who is not able to adjust himself well will prevent him from becoming an adult (Hurlock, 2003). This statement is supported by the Schneiders opinion (1964) that some self-adjustment factors are one of the psychological conditions so that a good mental is a condition for creating a good adjustment.

Negative influences that are resulted from the failure of self-adjustment are a loss of community status, behavior deviations in law and environmental side, and loneliness that due to there is no relationship with others in a new environment. This is in line to the study conducted by Gaw (2000) that individual who enters in a new environment will sustain a cultural change that requires him able to adjust, when it is difficult to adjust it will make him being loneliness, feeling sad, anxious and easy to get angry. This happens to the students who have just graduated from high school and decided to continue their education at a higher level.

Students who have graduated decide to leave the city, and their homes will be required to adjust. Also, a study conducted by Goswick, and Jones (1981) stated that there is a relationship between feeling loneliness and adjusting to the individual. A study conducted by Saputri, Rahman, and Kurniadewi supports it (2012) conveyed that there is a strong relationship between adjustment and loneliness to the students in the first year of entering college.

Loneliness is an ordinary thing which is experienced by the individual that occurs due to interpersonal relationships currently does not by expectations that have been formed so that it becomes a subjective experience which is unpleasant and sadness such as feeling sad, helpless, hopeless and empty. Loneliness refers to subjective anxiety that is felt when the social relations that are passed lose the important features, both quantitative and qualitative (Sears, Freedman and Peplau, 1985). The quantitative characteristic of this loneliness is that the individual may not have friends or only a few friends and is not as desired, but the shortcomings can also be qualitative where the individual feels that social relations in the environment are superficial or lacking in meaning. Individuals may feel loneliness in their desires and can experience loneliness in a crowd.

The loneliness condition experienced by students is a mental that is not good so that it can influence the existence of obstacles in self-adjustment. As a result, most students are less focused in their lectures. Self-adjustment is very necessary for first-year students to carry out all their activities both on campus and in their neighborhood. Based on the explanation about the existence of loneliness and lack of good self-adjustment to new college students, it is necessary to reduce those feelings by implementing counseling.

Rational emotive behavior therapy counseling is considered as one of the appropriate approaches to improve self-adjustment and reduce loneliness to new college students, based on the assumption that reducing loneliness through increasing self-adjustment to students involves cognitive, emotional and individual

behavior so rational emotive behavior therapy counseling and the ABCDE model which is considered appropriate in facilitating these aspects. The opinion of Ellis reinforces this in Jones (2011) that rational emotive behavior therapy counseling teaches individuals how to eliminate irrational beliefs and replace it with the rational to change the individual feelings and behavior to be better and more functional. Problematic behavior comes from irrational beliefs, which is the main cause of this problem is the individual's irrational beliefs about weaknesses that exist in themselves.

Based on the explanation above, this study is intended can reduce loneliness for new college students through increasing self-adjustment by using rational emotive behavior therapy counseling group. Within the counseling group, the students can take their education comfortably and equally in their social life both in the campus and a community. In general, this study used to investigate self-adjustment that occurs in new college students who will face the loneliness when entering college.

METHODS

This study used a pretest-posttest control group design with two groups, namely experimental and control group. However, the

mediator variable was included in this experimental study. It used a purposive Sample technique to select research subjects with the criteria of female students who had moderate loneliness and low self-adjustment so that 16 people were selected. Random assignment was carried out on the collected samples to place them in two groups (8 people in the experimental group, 8 in the control group).

The treatments were given after rational emotive behavior therapy group counseling for ten meetings; then students were given the post to find out the development of loneliness and self-adjustment after the implementation of group counseling activities. The group counseling will be described in Table 1.

In this study was using a questionnaire that adapted and modified, namely the UCLA Loneliness Scale compiled by Russel (1980) that is consisting of 20 questions and 35 questions which developed based on theories by Baker, and Syirk (1989). Instrument test results on the loneliness scale of all items are declared valid, while on the adjustment scale only 21 items are valid. The result showed that the Alpha coefficient of 0.894 (loneliness scale) and 0.892. (self-adjustment scale). Then, the data obtained were analyzed using a bootstrapped bias-corrected technique (N = 5000).

Table 1. Activities of Rational Emotive Behavior Therapy Group Counseling

Session	Activity
1	Make a group that is better to understand and support the changes between group members, with their understanding have about the counseling process that will be carried out.
2	Identify the client problems and views regarding previous behavior.
3	Introducing the cognitive model REBT has for loneliness problems and collaborative characteristic in therapeutic relationships.
4	Educate group members to be able to identify irrational think and beliefs and change them within REBT.
5	Identifying the changes and provide interventions to fix emotions, cognition, and behavior.
6	Real practice the new behavior after counseling program and anticipate the obstacles that might arise.

RESULTS AND DISCUSSION

Based on the results of this analysis, it can be seen that rational emotive behavior therapy group counseling has an impact on self-adjustment aspects ($\beta = 25.082, p < 0.01$) and loneliness ($\beta = -11.644, p < 0.01$), new college students of Borneo Tarakan University. It is seen from the map of self-adjustment and loneliness of

the pretest (self-adjustment, $M = 39.00, SD = 1.67$; loneliness, $M = 49.25, SD = 4.86$) and posttest (adjustment, $M = 49.25, SD = 4.86$; loneliness, $M = 37.94, SD = 5.93$). In addition, it also proved that self-adjustment has a significant relationship with loneliness ($\beta = -0.248; p < 0.05$) (Figure 1).

Table 2. Self-Adjustment Map and Loneliness

Variable	Pre-test		Post-test	
	M	SD	M	SD
Self-adjustment	39.00	1.67	57.50	12.14
Loneliness	49.25	4.86	37.94	5.93

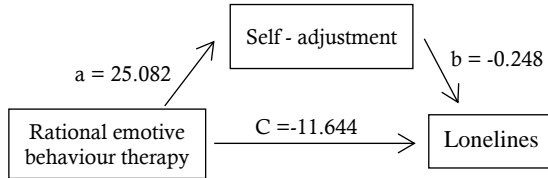


Figure 1. The Results of A Bootstrapped Bias-Corrected Analysis with Direct Effect Value of -17.867 and Mediating Effects -0.291 CI [-2.184, 0.135]

Based on the results of analysis using bootstrapped bias-corrected techniques, it can be

concluded that the rational emotive behavior therapy group counseling is effective in increasing self-adjustment ($\beta = 25.082, p < 0.01$) and decreasing loneliness ($\beta = -11.644, p < 0.01$) to new student of Guidance and Counseling in Borneo Tarakan University. A positive relationship was also shown between self-adjustment and loneliness ($\beta = -0.248, p < 0.05$) to a new student of Guidance and Counseling in Borneo Tarakan University. Also, the rational emotive behavior therapy group counseling is effective in giving indirect effects to the loneliness of new college students of Guidance and Counseling in Borneo Tarakan University through increasing self-adjustment with the magnitude of mediation effects ($\beta = -0.291, CI 95\% [-2.184, -0.135]$).

Table 3. Results of Bootstrapped Bias-Corrected Data Analysis Using Micro Software SPSS 23 Process (N = 5000)

	β	t	Confidence interval (95%)	
			Lower limit	Upper limit
K – PD (a)	25.082	3.050*	43.002	7.162
PD – KES (b)	-0.248	-2.514**	-0.030	-0.465
K – KES (c')	-11.644	-3.109*	-3.399	-19.889
Total Effect	-17.867	-5.290*	-10.508	-25.227
Mediation Effect	-0.291		-0.135	-2.184

Information:
 * $p < 0.01$; ** $p < 0.05$

The effectiveness measurement is to obtain an overview of the effects of interventions given by the rational emotive behavior therapy group counseling services to reduce loneliness through increasing self-adjustment. Does the impact of the service directly affect the aspect of self-adjustment or loneliness? The results of the study showed that rational emotive group counseling behavior therapy group counseling is effective in reducing loneliness through increasing self-adjustment to new college students.

This is in line with several studies related to the use of rational emotive behavior therapy to improve self-adjustment. By using self-adjustment of rational emotive behavior therapy the new college students to be increased, it is supported by a study conducted by Farokhzad (2012) in testing the effectiveness of rational emotive behavior therapy in improving self-adjustment. Other studies also conducted by Hyland, McGinty, Karatzias, and Murphy

(2018). REBT has a satisfying impact to reduce the loneliness. By using the rational emotive behavior therapy group counseling will improve self-adjustment which affect to the loneliness becomes reduced because Ellis (2005) emphasizes that a profound change in the way of thinking can produce meaningful changes in how to feel and behave.

This rational emotive counseling helps to solve problems that are caused by the wrong mindset. Winkel, and Hastuti (2004) stated that a counseling approach emphasizes the togetherness and interaction between thinking with rational, feeling and behaving, and emphasizes deep the changes in thinking and feeling that result in feelings and behavior changes.

The results showed that the number of subjects changed before and after intervening. The subjects said that before getting the intervention, they had negative thoughts that were disturbing. This thought affects the subject's

emotions. Negative thoughts experienced by the subject include: fear of being rejected, not getting good feedback from people around when they start a conversation, cannot be far from parents because they are accustomed together and when entering college were required to live alone, it was caused them being loneliness. After participating in REBT, the subjects claimed to have more positive thoughts and could control their thoughts when they began to think negatively.

Achieving the goal of REBT intervention in reducing loneliness through increasing self-adjustment cannot be separated from various factors, the motivation of the subject to change, the success of counseling due to the motivation to change and the courage to practice the skills acquired during group counseling. After the intervention has been given, the results of post-therapy interviews showed that all subjects are at the stage of trying out the skills which they get from group counseling.

CONCLUSION

This study has investigated the effects given by rational emotive behavior therapy group counseling to reduce loneliness through increasing self-adjustment to new college students at the Tarakan University of Borneo. It can be seen from the results that self-adjustment as mediation has a positive relationship for loneliness, so that the REBT group counseling has an indirect impact through the the mediation effect magnitude that obtained.

Testing the effectiveness of this study is carried out by focusing on irrational thoughts on new college students that lead to loneliness before carrying out group counseling. After being given an intervention it is able to reduce feelings of loneliness well. During counseling, the counselor should not focus too much on the past faced by the client and should build a relationship so that the client is easier to open up in the counseling process. In this study, the results were obtained from the Guidance and Counseling female students as the subjects. Therefore, the possibility of different results can be found when similar

studies are conducted on study subjects to other levels and have different genders.

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