

## The Effectiveness of Rational Emotive Behavior Therapy (REBT) Group Counseling to Reduce Cheating Behavior

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### Abstract

This study aims to analyze the effect of REBT group counseling services (Rational Emotive Behavior Therapy) to reduce the cheating behavior of VIII grade students Public Junior High School 2 Kendal. The experimental research method uses the design of one group pre-post test. The research subjects were VIII grade Public Junior High School 2 Kendal as many as 60 students, with a sample of 7 students selected by purposive sampling technique. Based on the results of t-test analysis is understood that the effectiveness of REBT group counseling (Rational Emotive Behavior Therapy) to reduce cheating behavior between before and after being given treatment ( $t_{(7)} = 3.925, p < 0.01$ ). This finding confirms that group counseling with reinforcement techniques can be applied to reduce student cheating behavior.

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## INTRODUCTION

Cheating behavior is interpreted as fraud or dishonest conduct (Webster's New World Dictionary, McCabe, 2002). Cheating is interpreted as academic dishonesty behavior (McCabe, 2002). Cheating according to the online Indonesian Language Dictionary (2015) is imitating or quoting other people's work writings as the original.

Anderman, and Murdock (2007) explained that what is meant by cheating or cheating is doing dishonesty or unfairness in order to win or gain profit. Anderman, and Murdock (2007) provide more detailed definitions that cheating behavior is classified into three categories: (1) giving, taking, or receiving information, (2) use material that is prohibited or takes notes, and (3) utilizing one's weaknesses, procedures, or processes to benefit from academic assignments. This understanding shows that in cheating someone commits fraudulent practices by asking, giving information, or making notes to benefit themselves. These benefits are obtained without considering the moral and cognitive aspects.

The definition of cheating academic work (academic cheating) is often associated with plagiarism. According to McCabe, Trevino, and Butterfield (2001), cheating is defined as taking an exam in an honest way, answering questions improperly, breaking the rules in an exam, and agreeing. While plagiarism can be interpreted as taking or using words or ideas from other people's work.

Cheating behavior in the academic process is a phenomenon that can be described psychologically. Cheating in a psychological perspective can be described as a phenomenon related to problems of learning, development, and motivation. Patterson (in Sarwono, 2015) explains behavior can help to achieve goals. Nonverbal behavior provides information about feelings and intentions in a steady manner. People who are sad can be recognized by their facial expressions even if someone is not sad.

Cheating on one of the negative behaviors of competition between adolescents for academic achievement is motivated by different

motivations. The efforts made by each teenager are different depending on the person and understanding possessed by each teenager. Various ways that can be done to achieve brilliant achievements, one of which is by diligently studying and often reading and discussing with friends and educators. This is a positive behavior that should be done by adolescents to obtain academic and non-academic achievements.

Some students experience a shift in understanding the results of learning processes that tend to be value oriented. Students are more oriented towards getting good grades than the following learning in order to understand learning outcomes. So it is not surprising that there are some students who are more concerned with the value obtained when they test or tests. This makes students "justify" various ways to get the value they want. The results of Hartanto (2011) study that the reason students cheat on their own junior high school level is dominant on achievement motivation in students, especially the desire to get high grades and excessive demands from parents.

The behavior of cheating is one of the educational phenomena that often appears to accompany learning activities. Behavior occurs in Elementary School, Junior High School, Senior High School and even in College. However, there is less discussion in the educational discourse in Indonesia. Lack of discussion because some consider something that is less urgent. Even though the problem is actually something fundamental for the continuation of the future in nation and state.

Cheating activities will have an impact on community life and will become a negative culture, including lack of effort to work hard. Cheating behavior according to Ehrlich, Flexner, Carruth, and Hawkins (in Anderman, and Murdock, 2007) by title "Cheating is to Act Dishonestly or Unfairly in Order to Win Some Profit or Advantage" that cheating is an intentional act done by someone through ways that are not good with the aim of obtaining academic success and avoiding academic failure.

Students cheat is one way of ignorance, unpreparedness, or laziness to face the problem of

learning and want to get good grades. This is what encourages students to cheat because of the results of the exam and the repetition of one of the criteria used by the educator in determining success. Examination of some students is cheating but not sanctioned. Lack of confidence in the ability and jealousy of friends get good grades, then cheat. Over time it becomes a culture, it is not surprising that cheating activities are coordinated by educational institutions so that students can pass 100%.

REBT used to be known as RET (Rational Emotive Therapy) by Ellis (Jones, 2011). According to Gladding (2003) in the theory developed by Ellis, this is similar to the cognitive approach developed by Aaron Beck. Corey (2007) says that there are differences between the therapies developed by Beck and REBT, especially in terms of methods and therapeutic styles. For example, REBT is very directive, persuasive and confrontational. Whereas Beck uses Socratic dialogue by using open questions with the aim that clients reflect on personal issues and arrive at their own conclusions. The development of these two approaches occurred independently at the same time.

Students doing cheating can also be due to a lack of self-confidence. However cheating behavior including bad behavior carried out in the education world as well as annoying, disrespectful, ignorant rules and various other negative behaviors, so cheating behavior is not acceptable to the social environment (Sulhan, 2010).

Other forms of psychotherapy also use cognitive, emotional, and behavioral techniques. Rational Emotive Behavior Therapy (REBT) therapy is very cognitive, active-directive by giving home tasks so it is very effective and shorter. The therapist does not believe that a warm relationship between the counselor and the counselee is a very necessary and sufficient condition for effective personality changes. Activities emphasize acceptance without conditions and close collaboration with counselees, but also show deficiencies in the behavior of their therapists. Rational Emotive Behavior Therapy (REBT) accepts counselees as

human beings who can make mistakes, but also emphasizes that they must work hard in therapy.

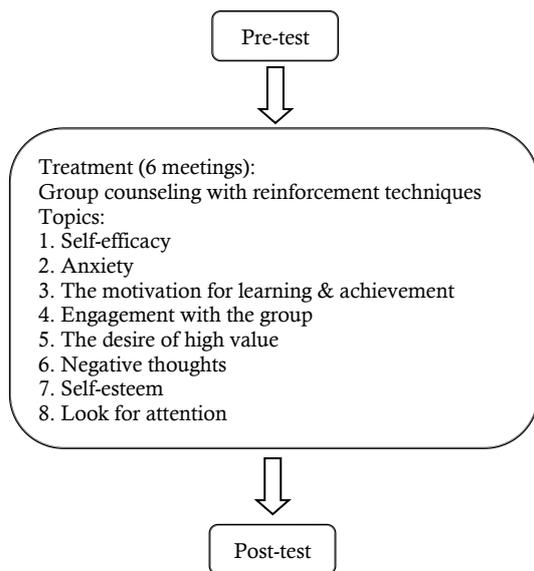
## METHODS

Experimental research is a way to look for causation (causal relationship) between two factors deliberately caused by researchers by reducing or eliminating other factors that can interfere (Arikunto, 2006). Creswell (2008) reveals that experimentation is the best quantitative design that can be used to determine possible causes and effects. This type of experimental research is carried out treatment (treatment) in the form of REBT counseling using research methods to find the effect of certain treatments on others in controlled conditions (Sugiyono, 2006).

This type of research uses the experimental design of one group pre-posttest, with purposive sampling technique, namely the research subjects were VIII grade students of Public Junior High School 2 Kendal, the sample in this study was taken as many as 7 students who had high cheating rates using cheating behavior scale measuring instruments, which consists of 35 item statements. Based on the results of the validity and reliability of the items, it is known that the scale of cheating behavior initially amounted to 40 items, 35 items were declared valid and 5 items were declared null and void. The calculation results of the reliability test of cheating behavior scale with Alpha formula obtained the reliability coefficient of 0.92.

Then find out group counseling with reinforcement techniques in reducing student cheating behavior. Group counseling begins with conditioning conveying the objectives of the activity, the form of activities that will be carried out so that students understand and have an overview of the activities to be followed. At this meeting, pre-test activities were conducted to measure the initial conditions of students' understanding of cheating behavior, students were given a cheating behavior scale, after which treatment was given or treatment in the form of group counseling services with reinforcement techniques 8 times (see Figure 1).

Implementation of group counseling with reinforcement techniques as many as 8 meetings, each containing a topic that corresponds to the indicator in cheating behavior. The first topic is self-efficacy. This first meeting of group members showed a curious attitude. The stages are as follows: the formation stage, the intermediate stage, the active stage, the termination stage. At a later stage group members look more relaxed, comfortable, and confident. The group leader invited to pray together and continued to explain about the topics to be discussed, namely anxiety, learning motivation and achievement, attachment to the group, high-value desires, negative thoughts, self-esteem, attention seeking. The last meeting the researcher gave a post-test with the aim to find out the final condition regarding students' understanding of cheating behavior.



**Figure 1.** Experimental Flow

The same measuring instrument was used at the time of pre-test, namely cheating behavior scale consisting of 35 item statements so that it can be known the effectiveness of REBT group counseling (Rational Emotive Behaviour Therapy) with reinforcement techniques by comparing pre-test and post-test.

## RESULTS AND DISCUSSION

The findings of this study resulted in the level of cheating behavior of students between the pre-test and post-test. At the pre-test, the level of cheating behavior of students was at a high level ( $M = 89.57$ ,  $SD = 11.38$ ). While at the time of post-test, the level of cheating behavior of students was at a low level ( $M = 67.85$ ,  $SD = 9.35$ ). Table 1 shows average, SD and t-test results.

Based on the results of the paired sample t-test table, it is confirmed that the counseling of the REBT group with reinforcement techniques can be applied to reduce cheating behavior of students of Public Junior High School 2 Kendal ( $t_{(7)} = 3.925$ ,  $p < 0.01$ ).

**Table 1.** Changes in Mean Student Cheating Behavior

	Mean	SD
Pre-test	89.57	11.38
Post-test	67.85	9.35
t	3.925	
p	< 0.01	

With these data, it was concluded that there was a decrease in cheating behavior of students after being given treatment thus means that the counseling of the REBT group with effective reinforcement techniques was used to reduce cheating behavior of students at Public Junior High School 2 Kendal. The results of this study are supported by Hartanto (2011) in a study entitled "*Penggunaan REBT untuk Mereduksi Perilaku Mencontek pada Siswa Sekolah Menengah*", finding the use of REBT in reducing cheating problems not on the whole but more specifically on teachers' unfair treatment in attention, assuming that the lessons tested were not important, there is a thought that cheating behavior will not be known to others, feel anxious during the exam, feel afraid of being shunned by friends, and not convinced by the results of the answers made.

Research on the effectiveness of REBT counseling has been investigated Tyas (2013), who found that REBT counseling research was able to improve emotional intelligence in aspects of self-awareness, self-regulation, self-motivation,

empathy and social skills. In line with Tyas (2013), Suryani (2013) in the study found that low learning motivation in students who indicated underachievers can be overcome through individual counseling with the approach of rational emotive behavior therapy (REBT).

Gladding (2003) explains that Rational Emotive Behavior Therapy (REBT) uses a variety of techniques. The two main ones are teaching and challenging (disputing). In this study, teaching was applied to teach the ABC principle and realized the impact of irrational belief that was used as a basis for cheating. The dispute is applied to debate irrational beliefs so that counselors can develop a new rational belief to reduce cheating behavior.

Reinforcement techniques to strengthen the decrease in cheating behavior. Besides that, reinforcement techniques play a role in providing support, suggestions, and reinforcement to students both at school and in daily life to reducing cheating behavior.

The effectiveness of the REBT counseling group with reinforcement techniques can be explained in several ways. First, increase self-efficacy so students feel able to do the task without needing to cheat. Second, reducing anxiety so that students feel calm and comfortable in working on assignments. Third, increase achievement motivation so students are able to make realistic learning achievement targets. Fourth, increasing group attachment in counseling effectiveness so students can learn from the behavior of other group members. Finally, improve self-esteem so students dare to say that cheating is not necessary because it reduces self-esteem.

Given the many benefits obtained from REBT group counseling activities with reinforcement techniques, then as a counselor should be creative and innovative in providing services to students, one of which is by using reinforcement techniques. In group counseling, there is effective communication, problem-solving efforts, team development, confidence from the players, leadership, and responsibility of cooperation, and happiness and a sense of

relaxation for players that contribute to reducing students' cheating behavior.

## CONCLUSION

This research was conducted to reduce the behavior of cheating students by using reinforcement technical counseling group counseling. Based on the acquisition of the pre-test value at a high level and after being given treatment or treatment the results of this study indicate that the REBT group counseling services using reinforcement techniques can significantly reduce the acquisition of post-test scores at low levels.

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