



IMPLEMENTING REBT AT SCHOOL: THE IMPACT ACADEMIC ACHIEVEMENT AND EMOTIONAL WELL-BEING

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Abstract:

Explores the application of Rational Emotive Behavior Therapy (REBT) in the school setting and its impact on student academic achievement and emotional well-being. The findings of this study provide in-depth insight into the benefits of implementing REBT in the school setting and provide a basis for developing more effective intervention approaches to improve student well-being and academic achievement. As a cognitive-based therapeutic method, REBT was implemented to identify and manage emotional and behavioral tendencies that might affect students academic achievement and emotional well-being. The research method involved applying REBT in an educational context and collecting data through surveys, interviews, and literary achievement analysis. The results of this study provide an in-depth look at the benefits of implementing REBT in a school setting and provide a basis for further development in understanding the relationship between emotional well-being, academic achievement, and psychological interventions in education. The practical implications of the findings can assist schools in designing programs that focus on student well-being and improving academic achievement through an integrated psychotherapeutic approach.

Keywords: *Rational Emotive Behavior Therapy, Academic Achievement, Emotional Well-being*

INTRODUCTION

Implementing Rational Emotive Behavior Therapy (REBT) in schools provides solutions to emotional problems and significantly impacts students academic achievement and emotional well-being (Lestari et al., 2020). A deeper understanding of the psychological aspects and management of emotions can positively impact a student's motivation to learn, concentration, and adaptability in dealing with academic pressure. As a form of cognitive therapy, REBT focuses on understanding and managing emotions through developing rational thinking tendencies (Baharun, 2023). The facts on the ground show that each student has strengths and weaknesses. It is not the immediate event or situation that causes a person's emotions but how the individual interprets and responds to the event (Zou et al., 2023). Tend to feel difficulty, fear of failure, lack of confidence, or even excessive stress and anxiety (Nurhaeni et al., 2022). REBT, developed by Albert Ellis, emphasizes the influence of thoughts on emotions and behavior. The educational community, including teachers, parents, and students, is actively involved in dealing with this problem, as seen in the application of Rational Emotive Behavior Therapy (REBT) to provide more holistic educational (Pranowo, 2023). However, it should be noted that

students& academic achievement and emotional well-being are becoming increasingly pressing issues, given their impact on the learning process and personality development, prompting further steps to understand learners& achievement and emotional well-being needs (Faqih, 2023) . Emotional disorders, such as anxiety, depression, anger, and post-traumatic stress disorder, can hinder children& ability to learn and interact effectively in the school environment (Kurniawan, 2020) . Previous research has shown that a better understanding of emotions and the skills to manage them can improve concentration and motivation to learn and reduce stress levels that hinder the learning process (Yanti, 2018).

The function of the Rational Emotive Behavior Therapy (REBT) approach can overcome students who experience a lack of learning motivation, such as being able to change students& views, attitudes, Ways of thinking, perceptions, and irrational beliefs to rational ones. As a teacher, you should actively provide Rational Emotive Behavior Therapy (REBT) to students to discover the factors that cause students to experience a lack of learning motivation (Repalita et al., 2023) . Students have low motivation to learn, so using the Rational Emotive Behavior Therapy (REBT) approach can make these students/learners highly motivated to learn (Kamilah et al., 2023) . Student self-confidence before being given individual counseling services with the Rational Emotive Therapy approach is in the medium score category, namely . After being given personal counseling services with the Rational Emotive Therapy approach, student self-confidence has increased to 145. So, the Rational Emotive Therapy approach in individual counseling effectively increases students& self- confidence, as seen from the Asymp probability number (Wasilatussalam et al., 2023) . The application of REBT model counseling in alleviating overpersonal affection based on outpouring affection in children from broken homes is suitable for counseling teachers (Amalia et al., 2023) . In addition, the reflection of students& self-esteem level before being given treatment lies in the low category. After being given treatment, it lies in the high category, and the REBT method positively affects students& self-esteem (Anuar et al., 2022) . Rational Emotive Behavior, Therapy counseling services, can reduce narcissistic personality disorder so that it can overcome problems that are almost the same and related to the personality of students (Wardani, 2022) .

Departing from the above research, the novelty of this study lies in the proposed application of Rational Emotive Behavior Therapy (REBT) to improve the quality of education with a particular focus on academic achievement and the emotional well-being of learners (Daman, 2020) . Through an in-depth analysis of the factors that influence emotional disturbance, this study presents new insights for prevention and intervention measures. The novelty lies in integrating technology as part of prevention strategies, emphasizing the positive role of educational coaching in building social, academic, emotional, and diversity-sensitive skills (Mustajab et al., 2020) . In addition, the study noted the crucial role of communities, including teachers, parents, and students, in shaping quality education by adopting a collaborative approach to addressing and preventing emotional disturbance, making a novel contribution to confronting this social challenge in educational settings. Quality education innovations to address and deter moving disturbance trends (Fauzi et al., 2022) . Through inclusive learning methods and positive social activities, this goal fosters empathetic values, teaches practical communication skills, and builds supportive student relationships, forming a safe and loving school environment

(Soreh et al., 2023) . This research aims to determine the impact of implementing Rational Emotive Behavior Therapy (REBT) in MI Raudlatus Shibyan and how it affects students' academic achievement and emotional well-being. The main objective of this study was to measure the extent to which the application of REBT can improve academic achievement by observing changes in students' motivation, learning focus, and test results (Dewanata, 2022) . In addition, this study aims to understand the effect of REBT implementation on students' emotional well-being, including decreased levels of anxiety, stress, and depression. It includes evaluating the effectiveness of REBT sessions in helping students manage daily stress, supporting the development of a positive learning environment, and identifying the supporting factors and barriers to REBT implementation at MI Raudlatus Shibyan (Miftahuddin et al., 2019) . By detailing these objectives, this research is expected to provide a deeper insight into the contribution of REBT in improving the quality of education and student welfare at MI Raudlatus Shibyan.

RESEARCH METHODS

This study uses a qualitative approach with a case study type of research. This research is limited to efforts to reveal a problem and facts of the situation so that it is only a disclosure of facts by analyzing data in the form of written or oral words from people from the observed behavior. MI Raudlatus Shibyan is located on Jl. Munawar Cup, Plampang, Paiton, Probolinggo. The data collection technique for this study used two instruments: observation guidelines and interview guidelines. The sources in this study amounted to 4 informants consisting of school principals, Waka Curriculum, and homeroom teachers for 5th and 6th grades at MI Raudlatus Shibyan. The data analysis technique uses the Miles and Huberman Interactive Model with data reduction activities, display (data presentation), and conclusion drawing/verification. Data reduction was a continuous stage as the research implementation progressed. Intended to sharpen further, classify, direct, discard data not needed, and organize it. Data Presentation is structured information that gives the possibility of existence, conclusion, and taking action. Researchers can easily understand what happened and what to do by looking closely at the data presentation. The data can be charts, brief descriptions, graphs, or tables. Drawing Conclusions/Verification: based on the data that has been reduced and presented, the researcher outlines the following conclusions supported by solid evidence at the data collection stage. The conclusion is the answer to formulating problems and questions researchers have expressed since the beginning—data validity with source and technique triangulation process.

RESULTS AND DISCUSSION

The results showed that the positive impact of the implementation of REBT can continue for an extended period. The implementation of REBT in MI Raudlatus Shibyan has consistently contributed positively to students' psychosocial well-being. Students involved in therapy experience improvements in managing stress, anxiety, and emotional distress. Also, they can respond positively to academic and daily life challenges by understanding and replacing irrational thoughts that cause tension (Japar et al., 2021). By being more self-aware, students can learn more about themselves, including strengths and weaknesses. It is the basis for building a stronger and more optimistic sense of self to have greater confidence to face various situations in life. In addition,

REBT can also improve students' social skills, communication skills, and interpersonal relationships with classmates, teachers, and parents (Pradana, 2022). REBT, an approach strongly guided by mental and social psychotherapy habits, is focused on how to behave and think to understand how others react (Kusumaningtyas et al., 2023). From the explanation above, the application of REBT at MI Raudlatus Shibyan creates an environment that supports students' psychosocial growth. With increased emotion regulation skills, self-awareness, social skills, and resilience, there is an increase in psychosocial well-being, which includes mental, emotional, and social aspects of life (Setiawati et al., 2023). The implementation of REBT in MI Raudlatus Shibyan involves various activities, such as individual counseling, group therapy, or even integration into the curriculum. Students interested in the REBT program experienced positive changes in mindset, increased understanding of emotions, and ability to manage stress. Meanwhile, teachers and counselors reported positive changes in student behavior and responses to academic pressure (Nadila & Syarif, 2021).

Impact on Academic Achievement

Analysis of report cards, exams, and teacher evaluation data significantly improves student learning outcomes. Helping students develop higher motivation to learn, improve focus while learning, and achieve better academic achievement (Pradana, 2022). These results confirm the positive role of REBT in positively impacting students' academic performance. The research shows that the implementation of Rational Emotional Therapy (REBT) at MI Raudlatus Shibyan on students' academic performance has a positive impact as follows: First, students showed increased concentration and motivation in learning. Able to focus on academic tasks, creating a supportive environment to improve achievement. Second, students can reason and deal with academic obstacles more effectively, which is helpful in educational contexts and everyday life. Third, students are more active in various academic and extracurricular activities. Stimulates the development of additional skills and a deeper understanding of the subject matter.

Impact on Emotional Wellbeing

Implementing REBT in MI Raudlatus Shibyan also positively impacts students' emotional well-being. Based on the results of the study, several indicators were found that reflect the positive impact of the application of REBT on emotional well-being: First, a decrease in anxiety levels in students so that they can identify and change irrational thoughts that cause anxiety, manage pressure and challenges well, and create a calmer and more peaceful environment. Second, it helps students build stronger self-confidence, replacing negative thoughts about the self with more positive and rational thoughts. Third, students can better manage emotions constructively, reducing the likelihood of conflict and improving adaptability in various social and academic situations. Implementing Rational Emotive Behavior Therapy (REBT) at MI Raudlatus Shibyan is excellent progress in providing holistic education to students. Not only paying attention to academic aspects but also to emotional and social development. Through expressive awareness coaching activities, students are educated to understand and manage irrational thoughts affecting mental well-being (Dewi et al., 2023). REBT principles are incorporated into the religious curriculum, providing a moral and ethical foundation that aligns with Islamic values (Alawiyah et al., 2020). In addition, social skills coaching

activities and parental involvement help create an environment that supports students positive growth. As a result, the use of REBT in MI Raudlatus Shibyan improves the quality of education and builds students who are more independent, flexible, and optimistic in various environments. This study shows that implementing Rational Emotive Behavior Therapy (REBT) at MI Raudlatus Shibyan positively impacts students academic achievement and emotional well-being. Rational Emotive Behavior Therapy (REBT) intervention not only improves academic achievement but also creates a supportive environment for psychosocial well-being through.

Introduction of emotional and cognitive concepts

Emotional and cognitive aspects are intertwined, forming the foundation for self-understanding, interaction with surroundings, educational contexts, mental health, and personal development. In education, emotional concepts help individuals recognize and manage feelings well to identify and express emotions healthily, and the spirit of learning is more effective (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). Meanwhile, in the context of mental health, being able to recognize and manage emotions can prevent mental health problems such as anxiety and depression (Baharun et al., 2021). In terms of personal development, it supports the process of identity and autonomy. Where individuals can establish relationships, make good decisions, and develop a more adaptive mindset. Introducing emotional and cognitive concepts is not only about understanding oneself but also the basis for forming individuals who are more balanced, adaptive, and able to overcome life challenges with good emotional and cognitive intelligence (Purwaningtyas et al., 2023) . Emotional refers to the feeling and experience of emotions. Emotional awareness is recognizing, understanding, and managing emotions positively. Meanwhile, dynamic education focuses on developing emotional intelligence, such as emotions, empathy, and social skills. There is a need to practice emotional skills, such as group discussions and collaborative projects (Yugo et al., 2023). Meanwhile, the cognitive aspect includes thinking, understanding, and processing information. Mental education aims to develop critical thinking, problem-solving, creativity, and lifelong learning skills. The integration of these two dimensions creates a balanced learning environment, where students are not only able to master the subject matter but also develop the emotional skills needed to deal with everyday life situations. Teaching can strengthen students ability to solve complex problems and deeply understand lesson content (Rosdiana, 2021) . A holistic approach to learning creates harmony between emotional understanding and cognitive development. Teachers can create situations where students feel comfortable to share ideas and emotions. Thus, introducing emotional and cognitive concepts is a cornerstone of practical education and an investment in forming a comprehensive and competitive personality. Bringing a positive impact on the overall development of students, creating graduates who are not only academically intelligent but also have vital emotional intelligence to face life challenges.

Role of Teachers and School Staff

The success of REBT implementation is also related to the role of teachers and school staff in supporting and facilitating the therapeutic process. Training for school staff to understand and help the principles of REBT is critical to successful implementation. As educators, teachers at MI Raudlatus

Shibyan are responsible for transferring academic knowledge and guiding students to understand and apply Islamic religious values in daily life. In addition, teachers act as learning facilitators, creating an environment that encourages students intellectual growth, creativity, and social skills (Muhith et al., 2023). The role of teachers and school staff at MI Raudlatas Shibyan in implementing Rational Emotive Behavior Therapy (REBT) is the primary key to creating an educational environment that supports the development of students emotional and mental well-being. Teachers have an essential responsibility, being the primary facilitator in delivering REBT concepts to students (Elicia, 2023) . By providing a deep understanding of the relationship between thoughts, emotions, and behaviors, teachers can help students identify and change irrational thoughts that may affect well-being (Saiful, 2020). In addition, the role of school staff is also essential in supporting the implementation of REBT at MI Raudlatas Shibyan. School staff can create a positive atmosphere that encourages students to apply REBT principles daily by providing a supportive environment and collaborating with teachers. Furthermore, teachers and school staff need to fulfill the mentee role and guide for students. By practicing REBT skills in a guidance approach, teachers and school staff can help students overcome emotional and cognitive challenges (Mundiri, 2020) . Forming open and supportive relationships between teachers, school staff, and students is also an essential element in the application of REBT. Parental involvement also requires an active role from teachers and school staff. Training parents on REBT concepts, expanding their understanding of this approach, and providing support for consistent application of REBT in the school environment and at home (Saleha et al., 2022). By combining the roles of teachers and school staff in the application of REBT, MI Raudlatas Shibyan has an excellent opportunity to form students who are not only academically intelligent but also have solid mental skills to overcome the challenges of daily life with a rational and positive attitude.

Parent and Community Involvement

The positive impact of the REBT program involving parents and the community continues beyond the school environment. Parents actively support the child, and the community broadly promotes psychosocial empowerment. The REBT intervention influenced academic and psychological outcomes. From this, students showed increased enthusiasm, focus, and ability to overcome learning barriers (Rochanah, 2022) . The successful implementation of REBT depends on the participation of parents and the MI Raudlatas Shibyan community. Parents learn how to help children discover and control irrational thinking that can affect emotional well- being through training and counseling provided by the school. In addition, involving parents in the REBT education process can make the approach used at home and school more consistent. Open communication between teachers, parents, and school employees can build an environment where students feel supported inside and outside school (Widat et al., 2023). Community involvement also plays a significant role in supporting the implementation of REBT. Collaboration with external parties, such as psychologists, counselors, or agencies focusing on mental health, can strengthen the resources available to support students. Seminars, workshops, or community activities involving parents and community members can help spread understanding and support the practice of REBT in various aspects of

children lives (Zamroni et al., 2022). Involving parents and the community in implementing REBT creates additional support for students and recognizes that child development does not only occur in school. By involving all relevant parties, MI Raudlatas Shibyan can form an empowering learning environment responsive to students needs and positively impact the development of mental and emotional well-being. From the explanation above, the positive influence of REBT on academic achievement in MI Raudlatas Shibyan creates a conducive learning environment where students can better understand the subject matter and acquire psychological skills that support academic success. MI Raudlatas Shibyan has completed a holistic learning environment by implementing Rational Emotive Behavior Therapy (REBT) (Mundir et al., 2022). The environment emphasizes academic development and pays special attention to developing students emotional and mental well-being. Integrating REBT concepts in the learning approach gives students the tools to identify and manage irrational thoughts that may affect emotions and behaviors. MI Raudlatas Shibyan teachers are the main facilitators in guiding students using REBT principles. Creating a supportive space where students feel comfortable talking about emotions and practicing stress-coping skills. Integrating REBT concepts in daily learning activities provides opportunities for students to apply rational thinking in solving problems and facing challenges (Godinic et al., 2020). The importance of parental involvement in the application of REBT also creates a holistic learning environment. Parents engage in training and gain a deep understanding of how to support the development of a child mental well-being at home. The open collaboration between schools and parents ensures that the REBT approach can be applied consistently across different environments (Sheha et al., 2022) . In addition, MI Raudlatas Shibyan builds an environment that supports emotional well-being by providing school staff support beyond academic education. The school creates an environment that promotes holistic growth by supporting students in resolving conflicts, developing problem-solving skills, and responding positively to challenges. By promoting the REBT approach, MI Raudlatas Shibyan produces excellent academics and students with vital emotional intelligence and mental skills. This holistic learning environment reflects the school commitment to ensuring that students succeed academically and are ready to face various aspects of life with a healthy and rational attitude.

CONCLUSION

The results showed that implementing Rational Emotive Behavior Therapy (REBT) in schools significantly positively impacted students academic achievement and emotional well-being. Integrating REBT concepts in educational settings gives students and teachers tools to recognize, understand, and manage irrational thinking that can affect emotional well-being. Focusing on developing problem-solving skills, healthy coping, and stress management makes students better prepared to face academic and daily life challenges. The implementation of REBT also creates a holistic learning environment that considers students academic achievement and emotional well-being. Involving parents and school staff in this process strengthens the support provided to students inside and outside the school environment. Parental involvement is critical in bridging the understanding of REBT concepts at home, creating consistency of approach between the school and home environment. As a result

of the implementation of REBT, there was sustained improvement in students academic performance and enhanced emotional well-being. An educational environment that supports holistic growth produces students who excel academically and individuals who have solid mental skills to overcome life challenges. Thus, implementing REBT in schools positively contributes to shaping more prepared and resilient students in academics and everyday life.

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