

**IMPLEMENTATION RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT)
APPROACH IN IMPROVING PSYCHOLOGICAL RESILIENCE OF
ADOLESCENTS:
A Literature Review In Guidance And Counseling Education**

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Abstract: *The purpose of this study was to examine in more depth the effectiveness of the REBT approach in improving adolescent resilience through an analysis of relevant literature. The research method used was a literature review by analyzing articles, books, and journals that were relevant to the relationship between the Rational Emotive Behavior Therapy (REBT) approach and resilience skills. Based on the literature review, it was found that REBT is not only effective in improving adolescent resilience, but can also increase self-esteem and reduce anxiety, two factors that are closely related to resilience. Previous studies have shown that by intervening in irrational beliefs, REBT can strengthen adolescents' ability to deal with stress and difficulties, thereby improving their mental well-being.*

Keywords: *Rational Emotive Behavior Therapy (REBT) approach and Resilience Skills*

INTRODUCTION

Humans are creatures that will continue to grow and develop throughout their lives, passing through several stages. Individuals in the adolescence group are those ages 10 to 19 years, where adolescence is a transition period from childhood to adulthood.¹ Physical, emotional, cognitive, social dan behavioral development is being actively developed at this stage.² Ideally, teenagers are active in building friendships with their peers, exploring and learning from new things they encounter, and being able to adapt to change.³

¹ *Youth and Adolescents*. (2023). <https://inee.org/eie-glossary/youth-and-adolescents#:~:text=Youth are people between 15,the beginning of adulthood vary>

² Agarwal, S., Srivastava, R., Jindal, M., & Rastogi, P. (2020). Study of Adolescent Stage and Its Impacts on Adolescents. *European Journal of Molecular and Clinical Medicine*, 7(6), 1369–1375.

³ Bonnie, R. J., Backes, E. P., National Academies Of Sciences, Engineering, A. M. (U. S.). C. O. T. N. A. S.-B. S. O. A. D. A. I. A., & National Academies Press (U.S. (2019). *The Promise of Adolescence : Realizing Opportunity for All Youth*. National Academies Press.

However, teenagers encounter a number of concerns, one of which is related to mental health issues. According to the World Health Organization (WHO)⁴, approximately 14% of teenagers suffer from mental health illness such as depression, anxiety, and behavioral problems. Some above-mentioned causes of mental health illness are the result of a combination of variables, including academic pressures, bullying issues, and inadequate support systems. Adolescents usually attend middle and high school, where they begin to face learning-related changes. The academic demands they face include curriculum modifications, differences in how they learn, and the learning media they use. They start to feel worried because they cannot decide and do not have plans to continue in higher education.^{5,6,7}

Not only that, bullying cases are a problem faced by teenagers. Bullying cases occur in all circles, but those who are often involved in bullying cases are teenagers.⁸ In 2021, victims of bullying in class 8 of junior high schools throughout Indonesia reached 26.32%, while victims of bullying in class 11 of high schools throughout Indonesia reached 15.54%.⁹ The effects of bullying on individuals are experiencing hopelessness, difficulty sleeping at night, and a tendency to make suicidal attempts.¹⁰

Apart from that, the lack of a support system is also one of the causes of problems teenagers face. A support system is a group of people who can provide someone's needs, such as practical and emotional support, which they can get from family, friends, or a community.¹¹ However, some teenagers do not get a sound support system because of conflicts with family and friends and do not have access to the community.¹² Therefore, to face problems that can

⁴ World Health Organization. (2021). Mental Health of Adolescents. <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>

⁵ Hashmi, K., & Fayyaz, H. N. (2022). Adolescence and Academic Well-being: Parents, Teachers and Students' Perceptions. *Journal of Education and Educational Development*, 9(1), 27–47. <https://doi.org/10.22555/joed.v9i1.475>

⁶ Strom, P. S., Hendon, K. L., Strom, R. D., & Wang, C. (2022). High School Student Stress and School Improvement. *School Community Journal*, 32(2), 205–228.

⁷ Wardah, R., Nurbaity, & Nasution, J. A. (2020). Identifikasi Tingkat Stress Akademik Siswa SMP Negeri di Kota Banda Aceh. *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, 3(September), 1–6.

⁸ Office of Juvenile Justice and Delinquency Prevention. (2013). *Bullying. Literature Review: A product of The Model Programs Guide*, 1–8.

⁹ Annur, C. M. (2023). BPS: Siswa Laki-laki Lebih Banyak Jadi Korban Bullying. Databoks.

<https://databoks.katadata.co.id/datapublish/2023/10/06/bps-siswa-laki-laki-lebih-banyak-jadi-korban-bullying>

¹⁰ UNESCO. (2019). Behind the numbers: ending school violence and bullying. Behind the numbers: ending school violence and bullying. <https://doi.org/10.54675/trvr4270>

¹¹ Harper, C. (n.d.). How to Build a Support System For Your Mental Health. mywellbeing. Diambil 6 November 2023, dari <https://mywellbeing.com/therapy-101/how-to-build-a-support-system>

¹² Nicholls, J., Staines, J., Pau, N., Paterson, A., McWilliams, J., Gilbert, L., Gough, K., Atkins, B., & Peto, C. (2021). Psychological resilience in young people. The Steering Group. <http://dx.doi.org/10.13056/acamh.17093>

disrupt mental health, currently, teenagers need resilience as the ability to adapt to all the changes they experience.

Resilience is a process where individuals can adapt well to face difficulties, trauma, or threats young people.¹³¹⁴ Resilience abilities are essential for teenagers to adapt to their pressures.¹⁵ Increasing resilience in teenagers helps them adapt to difficulties so they do not tend to avoid their problems. Not only that but having resilience can improve mental health, especially teenagers who are individuals who are vulnerable to problems. With resilience, adolescents can have good stress coping and emotional regulation.¹⁶¹⁷

Based on the research results Wahyuni & Wulandari¹⁸, regarding the resilience of 106 teenagers in state schools in East Jakarta using the Child Youth Resilience Measure-Revised (CYRM-R) questionnaire, there were 25 people with low resilience, 50 people with moderate resilience, 27 people with high resilience and four people with extraordinary resilience. Apart from that, a study examined teenagers aged 11-12 years with 668 respondents using the Resilience Scale for Children and Adolescence (RSA). There were 180 people with low resilience, 316 with medium resilience, and 172 with high resilience.¹⁹ Therefore, teenagers need a strategy to help increase resilience, one of which is using the Rational Emotive Behavior Therapy (REBT) approach.

LITERATURE REVIEW

Rational Emotive Behavior Therapy (REBT) is an approach that changes irrational thinking into rational thinking, which focuses on the REBT counseling process for changes in cognition, emotions, and behavior.²⁰²¹ In this approach, there is a thinking model to help

¹³ Building Your Resilience. (2020). American Psychological Association.

<https://www.apa.org/topics/resilience/building-your-resilience>

¹⁴ Mesman, E., Vreeker, A., & Hilleger, M. (2021). Resilience and Mental Health in Children and Adolescents: An Update of The Recent Literature and Future Directions. *Current Opinion in Psychiatry*, 34(6), 586–592.

<https://doi.org/10.1097/YCO.0000000000000741>

¹⁵ Sabouripour, F., & Roslan, S. B. (2015). Resilience, Optimism, and Social Support Among International Students. *Asian Social Science*, 11(15), 159–170. <https://doi.org/10.5539/ass.v11n15p159>

¹⁶ Healy, K. (2023). Building Resilience in Teens and Children. The University of Queensland. <https://study.uq.edu.au/stories/building-resilience-in-teens-and-children>

¹⁷ Mayo Clinic. (2020). How to Build Resiliency. Mayo Clinic. <https://www.mayoclinic.org/tests-procedures/resilience-training/in-depth/resilience/art-20046311>

¹⁸ Wahyuni, E., & Wulandari, V. S. (2021). Resiliensi Remaja dan Implikasinya Terhadap Kebutuhan Pengembangan Buku Bantuan Diri. *Insight: Jurnal Bimbingan dan Konseling*, 10(1), 79–87.

¹⁹ Aprianti, M., Syakina, D., Fataya, H. N., & Rahmawati, U. (2023). Resiliensi Pada Siswa-Siswi Pra-Remaja. *Jurnal Pendidikan Sekolah Dasar*, 1(1), 30–38. <https://doi.org/10.33830/penaanda.v1i2.6377>

²⁰ Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy* (9 ed.). Brooks/Cole Cengage Learning.

²¹ Fitriani, N., Wahyuni, E., & Marjo, H. K. (2016). Penerapan Teknik Dispute Cognitive Dalam REBT Untuk Meningkatkan Resiliensi Pada Mahasiswa (Single Subject Research terhadap mahasiswa Program Studi Psikologi

individuals understand how they think, feel, behave, and the events they experience, namely the ABC framework, A (activating event), B (belief), C (emotional and behavioral consequence).²² In the REBT approach, beliefs are divided into two categories: rational and irrational. Rational beliefs are flexible, logical, and not extreme, while irrational beliefs are rigid, extreme, and illogical.²³

Research related to resilience conducted by the Faculty of Psychology, University of Indonesia, revealed that the resilience of Indonesian people is low because they tend to think pessimistically about the future when experiencing challenging situations or feeling depressed.²⁴ Based on the REBT approach, pessimism is an example of the four irrationals, namely self-depreciation, where an example is "when I fail, it means I have failed".²⁵ Thus, building resilience in adolescents can use the REBT approach to change irrational beliefs into rational ones.

Based on research conducted by Lin et al.,²⁶ the level of resilience, victims of bullying, and mental health disorders such as depression are closely related to each other. Lubis & Novia,²⁷ research focused on increasing resilience through the REBT approach in junior high school students who experienced bullying, especially those with low resilience. They were provided with individual counseling services using the REBT approach and showed increased resilience after being provided with counseling services.

One way to increase resilience is to increase self-esteem in adolescents. A total of 24 student respondents aged 19-24 years were given intervention services using the REBT approach in 10 sessions, with two hours per session, for 10 weeks where this counseling aimed

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²² Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy* (9 ed.). Brooks/Cole Cengage Learning.

²³ Turner, M. J. (2016). Rational emotive behavior therapy (REBT), irrational and rational beliefs, and the mental health of athletes. *Frontiers in Psychology*, 7(SEP), 1–16. <https://doi.org/10.3389/fpsyg.2016.01423>

²⁴ Penelitian Psikologi UI: Rata-rata Resiliensi Orang Indonesia Tergolong Rendah. (2021). *mediaindonesia.com*. <https://mediaindonesia.com/humaniora/417594/penelitian-psikologi-ui-rata-rata-resiliensi-orang-indonesia-tergolong-rendah>

²⁵ Turner, M. J. (2016). Rational emotive behavior therapy (REBT), irrational and rational beliefs, and the mental health of athletes. *Frontiers in Psychology*, 7(SEP), 1–16. <https://doi.org/10.3389/fpsyg.2016.01423>

²⁶ Lin, L.-Y., Chien, Y.-N., Chen, Y.-H., Wu, C.-Y., & Chiou, H.-Y. (2022). Bullying Experiences, Depression, and the Moderating Role of Resilience Among Adolescents. *Frontiers in Public Health*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9174695/>

²⁷ Lubis, Z., & Novia, N. (2019). The Effect of Individual Counseling through Rationale Emotive Behavior Therapy (REBT) approach on the Bullied Students' Resilience. 335(*ICESSHum*), 105–110. <https://doi.org/10.2991/icesshum-19.2019.17>

to increase the resilience and self-esteem of young people and show the results, namely an increase in resilience and self-esteem in students.²⁸

Not only by increasing self-esteem, resilience can also be increased if anxiety is reduced. Noormohamadi et al.,²⁹ conducted a study using REBT counseling to increase resilience and reduce anxiety in adolescents. In this research, teenagers were given a questionnaire in the form of the Resilience Scale of Connor and Davidson as a pre-test and received 3-9 counseling sessions for one month. The counseling session includes discovering irrational beliefs and replacing them with rational beliefs, and the results show that REBT is effective in increasing resilience and reducing anxiety.

Based on research by Iyeke & Lawrence,³⁰ 51 young women had high anxiety due to COVID-19 conditions, and as a result, they had low resilience. Then, they receive treatment using REBT. During the counseling process, they are taught how to reduce anxiety and replace irrational beliefs with rational ones, including changing negative feelings into positive ones. The results of this treatment can reduce anxiety and increase resilience.

Furthermore, research on 19-year-old students used the Single Subject Research (SSR) method. Students are given a pre-test using the Resilience Quotient (RQ Test) instrument. REBT counseling using the dispute technique was given for 13 weeks. The result was that the resilience score for single respondents appeared to increase from 170 after receiving intervention with the REBT approach to 201.³¹ Apart from students, the research was given to 5 young athletes as respondents. The young athletes selected as research material had deficient resilience scores among the population close to participating in the intervention. REBT intervention takes one hour in each session, and homework is related to cognitive, emotional, and behavior improvement. The results show that the irrational beliefs held by young athletes

²⁸ Roghanchi, M., Mohamad, A. R., Mey, S. C., Momeni, K. M., & Golmohamadian, M. (2013). The effect of integrating rational emotive behavior therapy and art therapy on self-esteem and resilience. *Arts in Psychotherapy, 40*(2), 179–184. <https://doi.org/10.1016/j.aip.2012.12.006>

²⁹ Noormohamadi, S. M., Arefi, M., Afshaini, K., & Kakabaraee, K. (2022). The effect of rational-emotive behavior therapy on anxiety and resilience in students. *International Journal of Adolescent Medicine and Health, 34*(1), 1–6. <https://doi.org/10.1515/ijamh-2019-0099>

³⁰ Iyeke, P. O., & Lawrence, K. C. (2022). Reducing Social Anxiety among Adolescents in the Covid-19 Era: Rational Emotive Behavior Therapy as a Counselling Approach. *International Journal of Psychology & Psychological Therapy, 22*(1), 77–87. http://ijee.ieefoundation.org/vol2/public_html/ijeeindex/vol2/issue4/IJEE_03_v2n4.pdf

³¹ Fitriani, N., Wahyuni, E., & Marjo, H. K. (2016). Penerapan Teknik Dispute Cognitive Dalam REBT Untuk Meningkatkan Resiliensi Pada Mahasiswa (Single Subject Research terhadap mahasiswa Program Studi Psikologi Angkatan 2014 Fakultas Ilmu Pendidikan Universitas Negeri Jakarta). *Insight: Jurnal Bimbingan Konseling, 5*(1), 73. <https://doi.org/10.21009/insight.051.11>

decreased and resilience increased based on using The Irrational Performance Beliefs Inventory (iPBI) and Resilience Qualities (RQ) tests.³²

CONCLUSION

In general, teenagers are individuals who are vulnerable to experiencing mental health disorders, so they need resilience skills to face the problems they face so that mental health problems can be minimized. The Rational Emotive Behavior Therapy (REBT) approach is one way to increase resilience.

With the REBT approach, adolescents will be given intervention to replace irrational beliefs with rational beliefs, where these irrational beliefs are one of the causes of decreased resilience in individuals.

Based on the results of several studies related to resilience and REBT, this approach is quite effective in increasing resilience. Not only that, this approach is also able to increase self-esteem and reduce anxiety, both of which are related to the ability of resilience in adolescents.

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³² Deen, S., Turner, M. J., & Wong, R. S. (2017). The Effects of REBT, and the Use of Credos, on Irrational Beliefs and Resilience Qualities in Athletes. *The Sport Psychologist*. <https://doi.org/https://doi.org/10.1123/tsp.2016-0057>

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