

Analysis of rational emotional behavioral counseling implementation by counselors to fulfill the meaning of life of students

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Abstract: The Research aims to determine the application of rational emotional behavioral counseling to fulfill the meaning of life of Islamic boarding school students. This research uses a qualitative approach with descriptive analysis methods. The population and sample used in this research were Islamic School at Malang City students who live in Ma'had. From the results of the analysis, it was found that Rational Emotional Behavioral Counseling through the process showed that each individual has various kinds of irrational thoughts in interpreting or carrying out their daily lives which will ultimately cause the individual to confine themselves to wrong life values. Therefore, in the series of rational emotional behavioral counseling, there are ABC-D-EFG stages where the counselor will start by identifying the activating event (A), then the counselor also needs to explore each consequence (C), which is the result of the activating event that the person has counselee. Then, we will also look for problematic beliefs (B) to find points of irrational thinking that will ultimately be dispelled (D) and replaced with new, more rational thoughts. The hope is that the emergence of new thoughts and feelings can bring the value of creativity, experience, and behaving under norms. It can also set new goals for the counselee to understand each goal orientation better.

Keywords: Counseling, emotional behavior, meaning of life

Abstrak: Penelitian ini bertujuan untuk mengetahui penerapan konseling perilaku emosional rasional untuk pemenuhan makna hidup santri pondok pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis deskriptif. Populasi dan sampel yang digunakan dalam penelitian ini adalah siswa Madrasah Ibtidaiyah Kota Malang yang tinggal di Ma'had. Dari hasil analisis diketahui bahwa Konseling Rational Emotional Behavioral melalui prosesnya menunjukkan bahwa setiap individu mempunyai berbagai macam pemikiran yang tidak rasional dalam memaknai atau menjalankan kehidupannya sehari-hari yang pada akhirnya akan menyebabkan individu tersebut mengurung diri pada nilai-nilai kehidupan yang salah. Oleh karena itu, dalam rangkaian konseling perilaku emosional rasional terdapat tahapan ABC-D-EFG dimana konselor akan memulai dengan mengidentifikasi peristiwa pengaktif (A), kemudian konselor juga perlu menelusuri setiap konsekuensi (C) yang merupakan akibat peristiwa pengaktifan yang dimiliki orang tersebut konseli. Kemudian, kita juga akan mencari keyakinan-keyakinan yang bermasalah (B) untuk menemukan titik-titik pemikiran irasional yang pada akhirnya akan terhalau (D) dan digantikan dengan pemikiran-pemikiran baru yang lebih rasional. Harapannya, munculnya pemikiran dan perasaan baru dapat memunculkan nilai kreativitas, pengalaman, dan berperilaku sesuai norma. Hal ini juga dapat menetapkan tujuan baru bagi konseli untuk memahami setiap orientasi tujuan dengan lebih baik.

Kata kunci: Konseling, perilaku emosional, makna hidup

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INTRODUCTION

In life, every individual definitely wants a meaningful life, because basically, no individual wants an empty life (Triyono, 2010). Starting from this, basically we will look at something called the meaning of life or what is usually called the meaning of life. The meaning of life is a description of life regarding matters related to the meaning of life from an individual's perspective. Frankl (1992) describes the meaning of life as one of the things

that individuals use to describe the meaning of their life. Frankl (1992) further stated that individuals who do not have meaning in life will reach an existential emptiness which is oriented towards the emergence of boredom and the absence of meaning in all activities carried out. Therefore, the meaning of life lived by each individual will basically be unique and personal and needs to be specific and concrete which must be possessed by that individual (Mardhika, 2013). Amalia (2017) hat the meaning of life is a lifelong search process carried out by individuals. It was further explained that the meaning of life can also be interpreted as an individual's effort to understand the overall goals that an individual has in living his life (Krok, 2015). Forming the meaning of one's own life does not just appear. However, there are things that influence it, one of which is the environment where the individual lives (Hanafi et al., 2018).

By focusing on the meaning of one's life, life will be more meaningful and if this happens, the individual will be happy (Finayanti et al., 2019). This means that the meaning of life is a form of direction that basically every individual needs to have in order to live life according to his or her orientation. The meaning of life discussed in this research is oriented towards children in the upper middle school age range. Adolescence is a transition period from childhood to adulthood (Auliya & Nurwidawati, 2014). This means that a person has experienced various things during his life which of course can give meaning to the life he lives. The reason why high school students are targeted for guidance on the meaning of life is because it is known that students in this age range have emotional stability, extraversion, openness to experience and are full of caution in the medium and high groups (Sitanggang & Saragih, 2013). Therefore, to understand the life that individuals live, of course there are many things that need to be used as benchmarks when individuals live their lives.

Meaning of life has an element of objectivity in the evaluation process so that individuals can find and have a meaning of life for themselves (Ginting et al., 2019). The aspects of the meaning of life are creative values, contextual values, and attitudinal. The first value which is an aspect of the meaning of life is Creative values. In general, this value contains the activities of creating, working, creating and carrying out duties and obligations as well as possible, full of responsibility. Next, the second is Experiential Values (appreciative values), namely belief and appreciation for the values of truth, virtue, beauty, faith and religion, as well as love. Living and believing in a value can make someone's life meaningful. The final aspect according to what Frank said is Attitudinal Values. This value is the value of accepting with full fortitude, patience and courage all forms of suffering that cannot be avoided, such as incurable illness, death and approaching death, after all efforts and efforts have been made to the maximum.

Furthermore, Tartaglia (2016) explained that the meaning of life is a series of activities carried out by individuals in life consciously and based on environmental background. The biggest role in shaping the meaning of life is the presence of parents, especially mothers, but it does not rule out the possibility that fathers also have quite a big role in disciplining and socializing about life (Shek et al., 2021). This was further stated by Sawin (2006), that an individual will interpret his life as having a good quality if he gets happiness, friends, family and a good education. Basically, in determining the meaning of life, teenagers are still confused and ambiguous in interpreting things presented by their environment. It is often found that teenagers misdirect themselves in terms of what they are being taught. For example, a survey conducted by The Pew Research Center in 2015

revealed that around 4 percent (10 million) of the Indonesian population supports the ISIS movement (Lorantina et al., 2017). Ironically, most of them are teenagers. Various things are the reasons for this presentation. One of them is a mechanism for the meaning of life of teenagers that is not yet adequate, so things are needed that can be used as reinforcement so that teenagers do not misinterpret things pointed out by people in their environment.

Based on interviews conducted with guidance and counseling teachers regarding the utilization of counseling services, it was obtained information that schools are more dominant in providing responsive services using individual counseling services rather than group counseling services because not all students have the same needs. And service providers also tend to use the solution focused brief counseling and reality approach to shorten counseling time. Other approaches are often attempted to be used but sometimes the implementation is not optimal. Basically, the use of counseling services in an educational basis is to improve positive things and prevent social conflict between individuals. The development of good and appropriate services will also result in good cognitive, emotional and behavioral enrichment (Fausta et al., 2024).

Therefore, in order to develop the meaning of students' lives, and examine the understanding of counselors related to the implementation of rational emotional behavioral counseling, the researcher is interested in using the Rational Emotive Behavior approach (REBT). The main reason behind choosing this approach is because Rational Emotive Behavior (REB) counseling is oriented towards cognitive. If we look deeper to direct the meaning of students' lives, counseling teachers need to straighten out the meaning of students' lives which may be different from the existing reality. Boarding school is a place for individuals to learn and gain meaning in life in general, not just gathering together with individuals who have the same culture and habits. Often there are individuals who come from different areas who will stereotype each other about things that are seen by the individual. With the existence of the dispute stage, counseling teachers can maximize themselves to direct the meaning of students' lives (Hidayah et al., 2017).

The Rational Emotive Behavior approach is also a human-based view that explains the human tendency to think rationally (Yanti & Saputra, 2018). REB is an approach consisting of aspects of cognition, emotion and behavior that influence each other (Indriyani et al., 2022). Reducing anxiety in facing the future is influenced by the consistency and commitment of the subject in implementing REBT given during treatment and is influenced by environmental factors (Siburian et al., 2010). Other studies say that rational emotive behavior counseling in coping strategies and self-efficacy can help students reduce negative emotions and thoughts (Ghawa et al., 2022). With the advantages and benefits of rational emotive behavior counseling for the needs of cognitive constructs and self-efficacy, there needs to be a good understanding of its implementation in the school environment. Based on the background that has been stated above, the purpose of writing this article is to analyze the implementation of rational emotive behavior counseling by counselors to fulfill the meaning of life in Islamic school students.

METHOD

This research uses a descriptive research design which aims to describe the needs of Islamic boarding school students in fulfilling the meaning of life of Islamic boarding school students in Malang. The population of this study were students at the Islamic Boarding

School in Malang. The research sample was taken using a purposive sampling technique, namely students of the Islamic Boarding School in Malang City with a sampling number of 64 student and 1 counselor. The sample selection was based on students who lived in Ma'had.

The instrument used is a meaning of life scale with several answer choices regarding fulfilling the meaning of life needs of Islamic Boarding School students in Malang. This scale is structured based on three aspects of the meaning of life, namely the creativity value aspect, the experience value aspect, and the attitude value aspect with a total of fifteen questions. Data analysis in this study used descriptive analysis by categorizing the results of the distribution of the meaning of life scale. The results of measuring the meaning of life are classified on an interval scale with four levels with different values. In addition, this study also used a scale for evaluating the rational emotional behavior counseling process. Data analysis in this study used descriptive analysis by categorizing the results of the distribution of the scale of meaningfulness of life. The results of measuring the meaning of life are classified on an interval scale with five levels with different values

RESULTS AND DISCUSSION

Rational emotional behavior (REB)

The results of the descriptive analysis of the process of organizing rational emotive behavior counseling were obtained based on the results of observation and evaluation of the process using the counseling process evaluation instrument. The results of the distribution of the process analysis at the counseling stage are explained in detail in Table 1.

Tabel 1. Results of the counseling process analysis

No	Stages of Rational Emotional Behavioral Counseling	Assessment Score	%
Pra Counseling (I)			
Early Session			
1.	Distribution of questionnaires	4	100
2.	Questionnaire analysis	4	100
Core Session			
3.	Client screening	3	75
4.	Initial interview	3	75
Final Session			
5.	Counselee availability statement	3	75
6.	Preparation of counseling room	4	100
Final Results of Pre-Counseling		21	87
Core Counseling			
Early Session			
1.	Welcoming the counselees	4	100
2.	Building good relationships	4	100
3.	Mood check	4	100
4.	New experiences of counselees	4	100
Core Session			
5.	Exploring consequences or situations that trigger views or meanings about life (C)	3	75
6.	Identify the counselee's behavior and feelings (A)	3	75

7.	Identifying counselees Demands on Himself	3	75
8.	Identify the counselees demands on others	3	75
9.	Identify the counselees demands on the situation	2	50
10.	Conclusion of Client Belief (B)	2	50
11	Disputing (D)	3	75
12.	Observing Effect (E)	3	75
Final Session			
13	<i>Summary</i>	4	100
14.	House work	4	100
15.	Termination	4	100
Core Session Counseling Results		50	83
Post Counseling			
Early Session			
1.	Welcoming the counselees	4	100
2.	Building good relationships	4	100
3.	New experiences of counselees	4	100
4.	Homework check	2	50
5.	<i>Structuring</i>	3	75
Core Session			
6.	Identify New Feeling (F)	4	100
7	Identify <i>Goals (G)</i>	3	75
8.	<i>Summary</i>	3	75
9.	Termination	4	100
Final Session			
10.	Giving questionnaires	4	100
11.	Questionnaire analysis	3	75
12.	Observation of counselees behavior	3	75
Post Session Counseling Results		41	85

Counseling in general is a process of providing assistance to the counselee which is carried out consciously and in a planned manner to improve or change a particular problem point. Described by Ellis (1997) regarding the basic practices of REB Counseling in general, it contains several considerations. Firstly, REB considers the therapeutic relationship between the counselee and the counselor who implements REB counseling. Next there is a process where counseling determines strategies to treat or resolve the client's problems. In some cases, solving the problems experienced by the counselees is not only solved using qualified strategies but also using supporting techniques to maximize the results of the REB counseling process. To understand how to play the maximum role as a counselor who tries to solve the client's problems, Ellis groups several irrational beliefs to make it easier for the counselor to classify the client's needs.

REB is a cognitive approach used to handle clients' cognitive-related problems that have an influence on emotions and behavior that can cause problems for individuals. In the REB approach, it is argued that individual behavior is based on life experience and a series of events that construct individual thinking. From this thought construct, the meaning of individual life will emerge. REB counseling through the process shows that every individual has various kinds of irrational thoughts in interpreting or carrying out their daily life which will ultimately cause the individual to confine themselves to wrong life values. Therefore, in the series of rational emotional behavioral counseling there are ABC-D-EFG stages where

the counselor will start by identifying the activating event (A), then the counselor also needs to explore each consequence (C) which is the result of the activating event that the person has counselee. Then also look for problematic beliefs (B) in order to find points of irrational thinking which will ultimately be dispelled (D) and replaced with new, more rational thoughts. The hope is that the emergence of new thoughts and feelings can bring the value of creativity, the value of experience and the value of behaving in accordance with norms and can also set new goals for the counselee to be able to understand each goal orientation better.

Meaning of life

The results of the descriptive analysis of the need to fulfill the meaning of life were obtained based on the results of interviews, observations and the distribution of rational emotional and behavioral counseling needs analysis instruments to fulfill the meaning of life of Islamic Boarding school students in Malang. The results of the distribution of instruments carried out using the meaning of life scale as a whole show in the Table 2.

Table 2. Overall meaning of life results

No	Category	Interval	Frequency	%
1	Very high	50-60	4	6.25
2	High	38-49	49	76.56
3	Currently	27-37	11	17.19
4	Low	15-26	0	0
Total			64	100

Based on the data found in Table 2, the distribution of students' meaning of life scores is more dominant in the high category (76.56%). The next biggest gain was current (17.19%), followed by the very high category (6.25%). There were no students found who obtained a low category score (0%). The findings of this research show that students at Islamic boarding schools have a good enough sense of life that they do not need to be redirected. It's just that from the results obtained, students can be helped to fulfill aspects that they feel are less than optimal. The results of distributing instruments through the meaning of life scale for each aspect show in the Table 3.

Based on the data found in Table 3, the distribution of meaning of life scores for the creativity aspect is more dominant in the high category (70.31%). The next biggest gain was current (21.88%), followed by the very high category (6.25%). The results of this measurement found that there were students who obtained a low category score (1.56%). The findings of this research show that students at the Islamic boarding school have a fairly good understanding of life in terms of creativity, although there is 1 student who is not yet able to be maximally creative about the things around him. This emphasizes the need for services that fulfill adequate meaning in life for individuals so that they can properly apply their creative attitudes in making life decisions.

Table 3. Results of meaning of life aspects of creativity values

No	Category	Interval	Frequency	%
1	Very high	17-20	4	6.25
2	High	13-16	45	70.31
3	Currently	9-12	14	21.88
4	Low	4-8	1	1.56
Total			64	100

Table 4 Results meaning of life value aspects of experience

No	Category	Interval	Frequency	%
1	Very high	13-16	30	46.88
2	High	10-12	31	48.44
3	Currently	7-9	3	4.69
4	Low	4-6	0	0
Total			64	100

Based on the data found in Table 4, the distribution of students' meaning of life values aspects of experience scores is more dominant in the high category (48.44%). The next biggest gain was very high (46.88%), followed by the currently category (4.69%). There were no students found who obtained a low category score (0%). The findings of this research indicate that students in Islamic boarding schools have a fairly good sense of meaning in life in the experimental aspect so that there is no need for diversion. It's just that from the results obtained, students can be helped to fulfill aspects that they feel are less than optimal. Experience values measured on the meaning of life scale generally measure the extent to which students interpret their lives through these values experience. So students have the right to be given an understanding of which experiences can be used as values for a good life

Table 5. Results of meaning of life aspects of attitude values

No	Category	Interval	Frequency	%
1	Very high	19-24	10	15.63
2	High	14-18	48	75.00
3	Currently	9-13	6	9.38
4	Low	4-8	0	0
Total			64	100

Based on the data found in Table 5, the distribution of students' meaning of life values aspects of experience scores is more dominant in the high category (75%). The next biggest gain was very high (15.63%), followed by the currently category (9.38%). There were no students found who obtained a low category score (0%). The findings of this research indicate that students in Islamic boarding schools have a fairly good sense of meaning in life in terms of behavioral values so that there is no need for diversion. It's just that from the results obtained, students can be helped to fulfill aspects that they feel are less than optimal. Attitude values measured on the meaning of life scale generally measure the extent to which

students interpret their lives through these values. So students have the right to be given an understanding of the attitudes that need to be maintained and which can be used as values for a good life. From the results of measuring students' levels of meaning in life, the urgency of using a rational emotional-behavioral counseling approach to fulfill the meaning of life is rationalized in the following explanation.

The meaning of life is a value that is basically used as a guide to life and has important, valuable characteristics, and is something that originates from creative values, appreciation values, and attitude values. Meaning of life can influence life because meaning of life may be something that will be aimed at in a person's life (Ningsih et al., 2017). Prahastini (2021) stated that the meaning of life is a meaningfulness which consists of three different types of values, namely creative values, experience/appreciation values, and attitude values. This means that the meaning of life is an individual's part in achieving meaningfulness in life by honing and taking positive things in life.

The first value which is an aspect of the meaning of life is Creative values. In general, this value contains the activities of creating, working, creating and carrying out duties and obligations as well as possible, full of responsibility. As stated by Bastaman (2007), the value of creativity basically takes the form of a technique where an individual can find a solution or path to a problem that he is going through. Furthermore, individuals who are committed to a job and increase their personal involvement in the task and try to do it as well as possible tend to be able to live life with the perception they form. This is also an example of creative activity where through the act of work and work, individuals will be able to find the meaning of life and experience life meaningfully.

The second is experiential values (appreciative values), namely belief and appreciation for the values of truth, virtue, beauty, faith and religion, as well as love. Living and believing in a value can make someone's life meaningful. A person who is living a life always trying to create will basically reconsider the beliefs he has. These considerations will generally be oriented towards the values of truth, virtue and beauty. They will consider the results of their work and work based on things that according to their thoughts and views are correct. Because the meaning of life revolves around the basics of protecting oneself from detrimental things, of course individuals will appreciate the values that they can adopt in their lives.

The last aspect, according to Frank (1992), is Attitude Values. This value is the value of accepting with full fortitude, patience and courage all forms of suffering that cannot be avoided, such as incurable illness, death and approaching death, after all efforts and efforts have been made to the maximum. It needs to be explained here that what is changed is not the situation but the attitude taken in dealing with that situation. The final value is more oriented towards positive action which reflects real actions carried out by individuals based on their work and appreciation. All forms of attitude values displayed by individuals are actually related to how individuals are able to respond to appropriate situations according to the individual's self-concept.

Steger (2008) suggests that the meaning of life is a process of enjoyment which basically directs individuals to a view of the worth and purpose of their life. The meaning of life is basically present to fulfill perceptions of situations, incidents and incidents that humans face in order to get out of the circles that make the individual lose. Based on this, the common thread is drawn that individuals in carrying out their lives will always avoid

harm to themselves. To protect themselves from detrimental things, individuals will of course determine their views as material for the direction and purpose of their life.

Meaning in life is something that describes the things an individual desires, the things they get and the things they hope for. In the process of finding the meaning of life, in general, optimistic and pessimistic behavior will also emerge, as well as happiness, gloomy and even depression in looking at the path of life (Setiawan & Rahmi, 2022). Not far from what has been conveyed by previous researchers, Suharto (2022) stated that someone who finds meaning in life will basically be able to interpret his existence in this world, have a clear purpose in life, and be able to take action. right.

Based on the identification of the meaning of life that has been presented, the structured meaning of life is a value that is basically used as a guide for life in order to find the purpose of life. Individuals who want to protect themselves from loss will basically have a view and develop a strategy which will ultimately be used as a goal to achieve a life in accordance with their views. The meaning of life itself is a process for individuals to apply three different types of values, namely creativity, appreciation of experiences and values in behavior.

Implementing REB counseling to fulfill students' meaning of life

REB classified as a cognitively oriented counseling design. This approach is a form of active-directive counseling that resembles the education and teaching process by maintaining the dimension of thoughts rather than feelings. Development and modification always occur, initially Ellis emphasized rational-cognitive elements, then expanded to include behavioral elements (Corey, 2017). REB is classified as a cognitively oriented counseling design parallel to the reality counseling developed by Glesser with several prominent characteristics, namely: it is didactic, active, directive, emphasizes the current situation and thinks more rationally and emphasizes the client's action aspect. From there, REB is like a process of gaining understanding which is also visible in the client's actions or behavior. The REB is an approach that assumes that thoughts, feelings, and behavior are three elements that are continuous and influence each other (Komalasari et al., 2018). Basically, Ellis is of the view that the environment greatly influences every emotion displayed by an individual. It was further explained that individuals who experience unpleasant events will be oriented towards creating irrational thoughts which will ultimately appear in every emotion that arises and also in the behavior displayed in daily life.

Corsini and Wedding (2011) state that the paradigms used in REBT are humanistic, existentialist and hedonistic paradigms. This approach aims to reduce emotional disturbances and increase growth and self-actualization in the individual's intrapersonal and interpersonal life. Based on what has been presented in Table 2, it can be interpreted that the number of students' needs for fulfilling the meaning of life is 17.19% (11 students). Hidayah (2017) explains that meetings of counselees from various regions in one place, in this case schools, will affect the counseling process and the formation of individual views and meanings of life. It was reiterated regarding the meaning of life that we need to be aware that the process of forming and fulfilling the meaning of life for each individual definitely runs with a different rhythm. In another article, it is explained that the meaningfulness of

an individual's life will depend on how they think, perceive, make decisions and what they face (Hidayah et al., 2020).

To fulfill students' meaning of life needs, it certainly requires good soft skill capacity from counselors so that they can implement rational emotive behavior counseling as well as possible. Counselors in rational emotive behavior counseling need to understand how to identify problems and needs of clients that are described in the activating event stage (A). Then the counselor is able to explore the irrational beliefs held by the client in order to map out what kind of change and fulfillment needs (B). Furthermore, the counselor needs to understand well each consequence that will arise in the client if the irrational belief is still maintained. Therefore, the counselor needs to carefully explore the consequences of behavior and feelings that will arise from the client (C). Then the counselor re-assesses by constructing the client's problematic understanding in order to fulfill the student's meaning of life to the maximum. This can be done by disputing by debating, questioning and refuting each irrational thought of the client (D). To strengthen the disputing process that has been carried out, the counselor needs to provide additional technical content as a form of improving the understanding of the client (E) so that in the end the client is able to express new feelings (F) and convey the hopes that he/she wants to achieve from the counseling process that has been gone through (G).

CONCLUSION

The paradigms used in REB are humanistic, existentialist, and hedonistic paradigms. REB itself generally consists of the ABC-D-EFG stages that help in the process of constructing the client's mind. Counselors need to understand each stage well and conduct counseling as well as possible in order to be able to remap cognitive, emotional, and behavioral. The meaning of life is a value that is basically used as a guideline for life and has important, valuable characteristics, and is something that comes from creative values, appreciation values, and attitude values. The meaning of life can influence life because the meaning of life can be something that will be aimed for in a person's life. It is undeniable that students in secondary education units still need a lot of direction regarding the fulfillment of life values. Be it the value of creativity, experience value, or attitude value. For this reason, the presence of counselors who are able to carry out counseling well with adequate understanding capacity, should be able to provide the right color and pattern of service implementation for students to help fulfill the meaning of life. Therefore, counselors need to understand the rational emotive behavioral counseling strategy that is in accordance with the stages, targets in order to be able to answer every need of students related to the meaning of life.

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