

# The Rational Emotive Behavior Counseling Model to Develop Positive Conformity of the Learners

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**Abstrak.** The incapability to manage emotion and feeling makes learners triggered to commit inappropriate conformity feelings. Rational emotive behavior counseling becomes an intervention model to relieve anxiety and to help the counseling process in measuring feelings and emotions. This research determined the contribution of the rational emotive counseling behavior model to developing learners' positive conformity. This ex post facto research applied true experimental design. The research subjects consisted of 20 learners. Then, the researchers grouped them into two groups. They were an experimental group with 10 learners and a control group with the other 10 learners. The applied data collecting techniques were measured through interviews and a positive conformity instrument consisting of 32 items. The obtained coefficient of Cronbach Alpha was 0.802. The data analysis applied inferential analysis with the t-test formula. The rational emotive behavior counseling model significantly influenced the experimental group's improvement. The applied counseling model, rational emotive behavior, was effective to improve the learners' positive conformity. Both groups, experimental and control groups, experienced significant and different improvements. The experimental group had significantly improved positive conformity to the control group. Thus, the rational-emotive counseling model was effective to develop the positive conformity of the learners.

**Key words:** Rational emotive behavior counseling model, positive conformity

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## INTRODUCTION

Conformity refers to changing behavior or attitude due to some exposure to an external group, Myers 2010, (Song et al., 2012). One of the reasons to commit the conformity is a proportional adjustment. This matter includes the strong emotional condition to encourage pro-social behaviors Nook et al., (2016). An emphasis on social skills is vital to prevent the deviation of conformity patterns, Paul A. Kosten, (2012). The impacts of incorrectly interpreting friendship lead to non-normative behaviors, such as drinking alcohol and brawling. Conformity and strong status are strongly correlated with the applied norm Richard t. Sante, T. L. Vanderpo (1976). Asch (1952) states that an individual strong exposure may lead to incorrect responses due to a lack of self-confidence and awareness to choose the correct responses, Monisha Pasupathi (1999). Individuals with excellent care toward their groups will be accepted by the group, Kelley & Shapiro, (1954).

Kelley & Shapiro, (1954) also explain that individual motivations adjust the collective

norms to reach the target. A group can be a place for individuals to actualize. This facility may influence the group members and lead to conformity. This situation may lead to various conformity levels within a group. Some group members may have average conformity behaviors while others have exaggerated conformity behaviors. The individual characteristics in a group influence the individual behaviors, Deborah J. Terry (1999). The normative influence contributes significantly toward the formation of behavioral intention, William O. Bearden (1990). Conformity provides positive influence within the normal manner. A normally promoted conformity will bring excellent impacts on individuals who want to be accepted in an environment. This normal conformity also makes individuals interact, sympathize, and adapt easily. The exaggerated individual interest becomes the consequence of conformity behavior Zollman, (2010).

From the actual condition, the researchers concluded that brawling occurred due to behaviors against the norms. The action also received influenced by illogical thoughts and

irrational beliefs. Dryden, (2011) A Rational Emotive Behavior Therapy, REBT, suggests psychological problem management with rational solutions. Mydina & Yusooff, (2010) The therapy has action orientations, starting from cognition, behavior, and emotion. This research applied “the rational emotive behavior counseling model to develop the learners’ positive conformities so they could think logically and have rational belief.” Conceptually, the rational emotive behavior counseling model transforms the individual thinking pattern from irrational belief into rational belief. In this research, the researchers transformed the learners’ thinking patterns to have positive conformity. Thus, the learners could develop excellent normative behaviors. Mydina & Yusooff, (2010) explain that rational emotive behavior therapy facilitates changes in the cognitive process, belief, and behavior. Rational emotive behavior therapy manages healthy and positive emotions to realize rational thinking, James Collard (2011).

Ellis, (1995) explains that the aspects of cognition, emotion, and behavior in rational emotive behavior therapy emphasize effective human interaction. The implementation of REBT to develop positive conformities will be useful in the learners’ interactions and friendships. Thus, they could make a vital social life to have excellent empathy. However, among adolescents, empathy feeling and togetherness are incorrectly interpreted. Thus, they behave against the norms. This research developed the positive conformities of learners by applying the rational emotive behavior counseling model.

The incapability to manage emotion and feeling makes learners triggered to commit inappropriate conformity feelings. Rational emotive behavior counseling becomes an intervention model to relieve anxiety and to help the counseling process in measuring feelings and emotions. A previous study by John R. Weisz and Bahr Weiss (1995) concluded that the cognitive counseling model had been applied to intervene in the attitudes, feeling, and behavior of adolescents. The other study by Samantha A. Rodman (2009) concluded that rational emotive behavior was effective to regulate excellent behavior and to transform the irrational belief. Solomon Tiegermaw (1977) explains that cognitive rational counseling could reduce assertive behaviors, anxiety, and adjusted behaviors. Rational emotive counseling was effective to transform the learners’ behaviors of

abusing drugs, Okoiye Ojaga (2005). Weisz and Bahr Weiss (1995) concluded that the cognitive counseling model had been applied to intervene in the attitudes, feeling, and behavior of adolescents. Rational emotive behavior counseling is applicable to manage anxiety during childhood and adolescence period Bernard et al., (2006). The rational-emotive approach is useful for anxious individuals Carmody, (1978). In this research, the researchers focused to determine the rational emotive behavior counseling model to improve the learners’ positive conformities.

### **Positive Conformity**

Conformity refers to changing behavior or attitude due to some exposure to an external group, Myers 2010, (Song et al., (2012). On some occasions, conformities occur due to a lack of individual confidence, personal judgment, and environment, McDavid (1965). All human bring their conformities since they are born. Then, the conformities develop when the individuals join the senior high school levels. This notion is in line with Vantiegheem & Van Houtte, (2015). The researchers explain that different gender exposures lead to late conformity emergence in the first year. In this case, individuals with low conformity emergence might have conformity signs during their seventh-grade period. Individuals may experience high conformity during an urgent situation, Duo et al., (2016). Adolescents frequently adjust their behaviors and arguments with their peers Haun & Tomasello, (2011). The role of gender on social norm characteristics is useful as the “understandable regulation and standard by the community and as the social behavioral guidance without any legal power, Cialdini & Trost, 1999.p 152) Mahalik et al., (2005).

Conformity occurs when subjects indicate the same behavioral objects. These subjects are adaptive individuals, Song et al., (2012). The exaggerated individual interest becomes the consequence of conformity behavior Zollman, (2010). The conformity level of women is higher than men Wu & Huan, (2010). Electronic media could contribute to the formation of adolescents’ conformities Beyens et al., (2016). The emphasis on social skills includes the preventive efforts of conformity behavior, Paul A. Kosten (2012). The behavioral diversity of individuals reflects the complexity of cultural diversity Whiten et al., (2005). Every individual has a social strategy to deal with accountability Tetlock et al., (1989).

The process of making decisions is influenced by personal and social information and conformities to support social learning Kendal et al., (2004).

### **Rational Emotive Behavior Counseling Model**

Tachelle Banks, (2009) explain that rational emotive behavior therapy is useful for individual and collective settings because the model can be integrated into the curriculum to facilitate the learners in managing their emotion and feeling. Thus, they can be better. John R. Weisz and Bahr Weiss (1995) concluded that the cognitive counseling model had been applied to intervene in the attitudes, feeling, and behavior of adolescents Weinrach et al., (2006) Explain that REBT is useful and applicable to the counseling community. Albert Ellis (2006) explains that rational emotive behavior therapy is recommended to minimize problems, meet happiness, and take responsibility so that the patients could deal with the problems. Windy Dryden (1999) concluded that REBT was a psychological counseling approach.

Woods & Ellis, (1996) found the correlation between the counselor and the client as an important matter to establish maximally. Individuals with talents and interests in the social environment could help themselves to think rationally. They could suppress irrational thoughts and establish supportive psycho-social matters excellently based on the theories and practices of REBT Ellis, (2003). However, individuals' irrational beliefs about certain specific events may suffer from emotional problems, Abrams & Ellis, (1994). The objective of REBT is to educate individuals, challenge them, and transform their irrational beliefs into rational beliefs, Windy Dryden (1999). The cause of personality problems in humans includes illogical cognition, emotion, behavior; and life difficulty Abrams & Ellis, (1994). REBT is applicable to suppress the irrational matters that trigger emotional problems. The procedure of REBT applies some cognitive, emotive, and behavioral methods, Albert Ellis (1999).

Albert Ellis (1995) explains that rational emotive behavior counseling emphasizes effective human interaction in the counseling process. The effort of rationalizing the belief and thought of the learners is useful to develop the learners' conformities. (Sears, David. Feedman. J.L. Peplau, 1994) explain explicitly that the conformities of adolescents are indicated by

three components. They are uniformity, agreement, and compliance. One of the triggers for the three components is the unwritten norm. Cialdini & Goldstein, (2004) explain that the social norm could be conceptualized as unwritten rules and regulations to encourage social behaviors by applying social empowerment and enforcing the law mechanisms. The process of counseling requires some components to be the focus of the counseling process.

## **METHODS**

### **Types and Participants**

This research type was ex post facto research. Thus, this research provided analyses by promoting quasi-experimental tests based on the proposed hypotheses. This research revealed the analyses of two groups, control, and experimental groups, in a specific manner. The applied design was true experimental research because the researchers could control the external variables that might influence the experiment. The research participants consisted of 20 learners. Then, the researcher grouped them experimental group with 10 learners and a control group with 10 learners. All learners were from the eleventh grade of Public Vocational High School 5 Semarang, Indonesia. The learners had low positive conformity levels.

### **Research Instrument**

The applied instruments were the psychological scale of positive conformity, JSPKP. The applied scale used the modified Likert scale with four option criteria. They were Extremely Relevant (SS), Relevant (S), Irrelevant (TS), and Extremely Irrelevant (STS). The indicators of the instrument were (1) individuals who tended to do useful activities along with their peers, (2) individuals that wanted to join school extracurricular activities, (3) individuals that obeyed the applied rules by the community, and (4) individuals that could adapt with the surrounding environment while behaving and speaking Mónks, (2006). The reliability test of the applied instrument, the psychological scale of positive conformity, JSPKP, obtained a coefficient of Cronbach Alpha of 0.802.

### **Procedure**

The research involved 96 eleventh graders of Public Vocational High School 5 Semarang, Indonesia. They had the opportunity to fill out

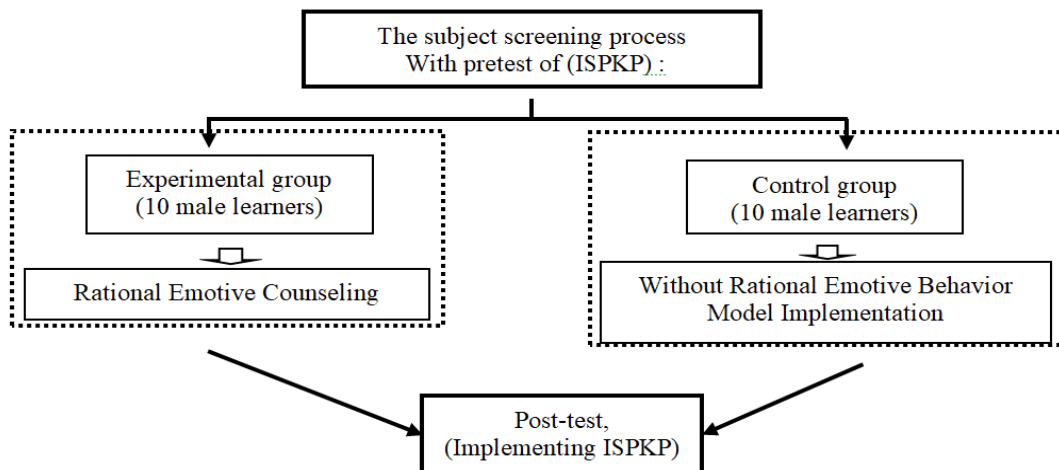
the pretest instrument. From the assessment results, the researcher took 20 learners with high and low categories. The researcher put the learners in the experimental group with 8 high category learners and 2 low category learners. Then, the researchers also put 8 high category learners and 2 low categories. The selected subjects received rational REBT for six sessions. The process of therapy was held inside of counseling room at Public Vocational High School 5, Semarang, Indonesia. The counseling session was done collectively. Tachelle Bariks & Paul Zions (2014) explain that REBT could be done within individual or small group setting.

Then, the researchers promoted the posttest assessment to determine the positive conformity improvement based on the interpretation. The researcher analyzed the post-test results with a t-test.

The researcher promoted the REBT within eight sessions. The group that received REBT was an experimental group with 10 learners. On the other hand, the control group did not receive the REBT but the group also received a pretest and posttest. All subjects were male. In this research, each session lasted for 90 minutes. Table 1 shows the REBT activities.

**Table 1.** The Steps of Promoting Rational Emotive Behavior Counseling Model

Session	Steps	Activities
1	Orientation	The counselor received the members; created a joyful atmosphere; introduced and promoted ice-braking, and asked the members to fill in the informed consent to join the group counseling activities.
2	The empowerment report	The counselor explained the applied activity procedure and formulated the objectives.
3	The rational and perspective management	The counselor identified irrational beliefs; explained irrational beliefs; discussed irrational beliefs through group dynamics; and promoted confrontation against irrational beliefs.
4	The emotive and affective management	The counselor focused on emotion and affection to realize the transformation into rational belief. The counselor showed some respect toward the members and asked for their agreement to change. The counselor promoted the step with a humorous strategy.
5	The behavioral management	The counselor focused on behavioral results of rational belief; explained the emotive and affective changes; promoted behavioral management; provided opportunities for the members to share some suggestions; allowed every member to perform the promoted behaviors, and guided the members to formulate rational sentences within the group dynamics.
6	The empowerment of rational belief	The counselor empowered the rational belief and discussed some new rational behaviors.



**Figure 1.** The Research Procedure Diagram

**RESULTS AND DISCUSSIONS**

**Results**

The result comparison between pretest and post-test of both groups with independent sample t-test under a significant value of 0.05 showed a significantly different result. The pretest result of both groups did not indicate a

significant result. The obtained sig-value was  $0.130 > 0.05$ . Then, the researcher compared the post-test results of both groups and found a significant result,  $0.000 < 0.05$ . Table 2 shows the independent sample t-test analysis results of both groups' pretest-posttest, ( $T_1$  and  $T_2$ ).

**Table 2.** The independent sample t-test analysis results of both groups' pretest-posttest

Groups	Experimental Group		Control		Independent Test Sig. (2-tailed)	Remarks
	M	SD	M	SD		
Pretest (T1)	88.50	8.89	83.70	3.49	0.130	Insignificant
Posttest (T2)	119.80	2.20	88.10	7.46	0.000	Significant

Then, the researcher applied an independent sample t-test to determine the comparison results of the pretest-posttest results of the experimental group in terms of the learners' positive conformities. The result showed a sig value of  $0.000 < 0.05$ . Then, the researcher analyzed the

pretest-posttest results of a control group and found no significant difference in terms of the positive conformity improvement of the learners,  $.0019 > 0.05$ . Table 3 shows the independent sample t-test analysis results of both groups' pretest-posttest, ( $T_1$  and  $T_2$ ).

**Table 3.** The independent sample t-test analysis results of both groups' pretest-posttest

Groups	Pretest		Posttest		Independent Test Sig. (2-tailed)	Remarks
	T1		T2			
	M	SD	M	SD		
Experimental group	88.50	8.89	119.80	2.20	0.000	Significant
Control group	83.70	3.49	88.10	7.46	0.109	Insignificant

**The Transformations of Rational Thoughts on Each Indicator**

The researcher used pretest-posttest results to promote the statistical inferential analysis test with a t-test for both groups. The analysis showed that in the experimental group, the first indicator did not increase. The first indicator decreased with a pretest result of 26.21% and a posttest result of 23.45%. Then, in the second indicator, the result indicated an increase. The pretest was 23.50% while the post-test result was 26.08%. For the third indicator, the results decreased. The pretest was 25.99% while the posttest was 24.92%. The fourth indicator had increased results. The pretest was 24.29% while the posttest was 25.55%. Thus, the experimental group had two increased indicators. The increased indicators indicated positive transformations, starting from the individuals who joined the school extracurricular activities (second indicator) and the individuals who could adapt to the surrounding environment while behaving and speaking, the fourth indicator.

Then, the researcher promoted a comprehensive analysis after promoting the REBT for the experimental group. The researcher found positive transformation with a percentage of 66%.

Based on the pretest and posttest analysis of the control group, the first indicator increased. The pretest was 24.61% while the posttest was 25.00%. In the second indicator, the results decreased. The pretest was 24.37% while the posttest was 24.10%. Then, in the third indicator, the results changed. The pretest was 25.45% while the posttest was 25.68%. Then, in the fourth indicator, the results increased. The pretest was 25.57% while the posttest was 25.23%. From the results, the control group had positive changes on the first indicator - the individuals tended to join beneficial activities; and on the third indicator - the individuals obeyed the applied norms by the community. The researcher analyzed all indicators and found positive changes with a percentage of 47%. Here are the data shown in Table 4.

**Table 4.** The indicator percentages of both groups

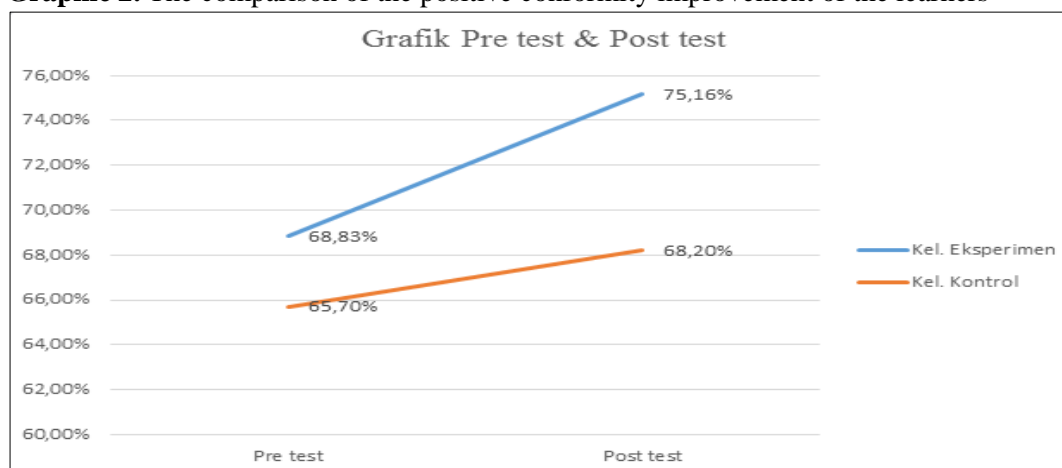
Number	Indicators	Experimental Group				Control Group			
		Pre-test		Post-test		Pre-test		Post-test	
		Total	%	Total	%	Total	%	Total	%
1	The individuals tended to join beneficial activities	232	26.21	223	23.45	206	24.61	221	25.00
2	Individuals joined school extracurricular activities.	208	23.50	248	26.08	204	24.37	213	24.10
3	The individuals obeyed the applied norms of the community.	230	25.99	237	24.92	213	25.45	227	25.68
4	The individuals could adapt to the surrounding environment in terms of behaving and speaking.	215	24.29	243	25.55	214	25.57	223	25.23

**The Effect of Rational Emotive Behavior Counseling Model**

Based on the independent sample t-test of the pretest and post-test results of both groups, the experimental group had significant improvement

with 6.33. On the other hand, the control group did not indicate any improvement with a value of 2.5. The graphic comparison of the positive conformity improvement of the learners.

**Graphic 2.** The comparison of the positive conformity improvement of the learners



**DISCUSSION**

This research determined the effect of the rational emotive counseling behavior model to develop learners' positive conformity. The researchers found the applied model, REBT, could significantly influence the experimental group with a sig-value of  $0.000 < 0.0$ , while the control group did not indicate significant improvement with a sig-value of  $0.019 > 0.05$ . Vocational high school learners are adolescents

that tend to find their self-identities through their conformities. The positive conformity indicators of this research included attitudes, feelings, and behavior based on the rational emotive behavior counseling paradigm. John R. Weisz and Bahr Weiss (1995) concluded that the cognitive counseling method aimed to intervene in the attitudes, feelings, and behaviors of adolescents. Positive conformity is inseparable from emotive, affective, and behavioral aspects. These aspects



are strongly correlated with psychological elements. Ellis, (1995) explains that rational emotive behavior counseling emphasizes the cognitive, emotional, and behavioral aspects during the counseling process. Song et al., (2012) suggest the similar behaviors of other individuals as the parts of conformities. Nook et al., (2016) also found that individuals could proportionally adapt to the environment with strong emotion to promote proportional behaviors.

Dryden, (2011) also explains that rational emotive behavior counseling is a specific psychological-based problem intervention with rational management. Samantha A. Rodman (2009) concluded that irrational thinking skill transformation into rational thinking was possible to realize due to rational emotive counseling. Development & Development, (2016) also found that the increased conformity behavior occurred during the adolescent period and decreased after this period. This research found that adolescents had the potential to commit conformity. Then, when they were aged between 11 and 12, the group regulation would be internalized and fully applied by the adolescents. After this stage, all individuals would express their responses and make their regulations. Mönks, F.J, (2004) explain the age limitations, between 12 and 21 years old: 12-15 years old as the beginning of adolescence, 15-18 as the middle period of adolescence, and 18-21 as the final period of adolescence.

The other finding found that each positive conformity indicator of the learner was improved for both groups. However, the control group did not experience significant improvement. The experimental group had no contribution to the first indicator, the individuals tended to join beneficial activities, to the positive conformity improvement. Haun & Tomasello, (2011) Found that adolescents frequently adjust their behaviors and arguments with their peers. The second indicator, willingness to join school extracurricular, contributed to the positive conformity of the learners. The third indicator, obeying the applied norm, had no contribution toward the positive conformity improvement. Aarts et al., (2003) also found that norm-based behaviors were situational and limited to a certain environment. Situational norms refer to healthy mentality and behavior based on a certain environment. Philip R. Costanzo (2016) found that behavioral action based on social norms or regulation should

improve conformity behavior along with the individuals' ages. The fourth indicator, the individuals adapted to the surrounding environment while behaving and speaking, contributed to the positive conformity improvement of the learners. Peter et al., (1996) also explain that cultural values are important factors of conformity. The norm of a group is important to identify the differences among different groups, Jetten et al., (1996).

In the control group, the researcher found different contributions toward the positive conformity improvement of the learners based on each indicator. From the results, the control group had positive changes on the first indicator - the individuals tended to join beneficial activities; and on the third indicator - the individuals obeyed the applied norms by the community. Hagger et al., (2010) found that control influenced individual feelings to properly behave based on the personal norm and indirectly changed individual tendencies while adapting to other individuals' behaviors. In the second indicator, the individuals wanted to join the school extracurricular, and the indicator of adapting to the environmental condition while behaving and speaking did not contribute to the positive conformity improvement. The finding indicated that the individuals required specific attention and discussions. Gabbert et al., (2006) explain that discussing individuals will influence other people. This process refers to the memory of conformity.

This research found the rational emotive behavior counseling model influenced the positive conformity of the learners. The improvement went along with the improvement of learners' rational thinking. Ellis (1999) states that rational emotive behavior counseling is useful to suppress irrational matters that lead to emotional problems. The efforts of the counseling apply cognitive, emotive, and behavioral methods. Mydina & Yusooff, (2010) Rational emotive behavior facilitates the changes in the cognitive process, belief, and behavior. Rational emotive behavior counseling was effective to improve the positive conformities of learners because, during the counseling, the learners were consistent with the applied norms in the society. Smith, Joanne R (2009) states that the unwritten and unspoken norms should be obeyed by all individuals while they are behaving. Erich Fromm (2014) explains that social norm is determined by group members. These matters proved that the learners were

capable to obey the norms, both written and unwritten properly, and could adapt to the applied norms in the community. Haun & Tomasello, (2011b) explain that adult and adolescent people adapt their behavior and arguments with their peers. Alquist et al., (2013) state that the belief in free will contributes to the action and decision to neglect personal adaptation. As social creature, human easily imitates other people.

In this research, the result showed that rational emotive behavior could improve the positive conformity of the learners because they did the intervention collectively, flexibly, and joyfully. Thus, they were not stressed during the counseling. Khoury, (2006) found that the norm and conformity formation could be done with some sense of humor, moral collective, and consistent belief with expectations toward the behaviors, Jack P. Gibbs (2013). Conformity improves along with the increased number of members Lascu et al., (1995). This research found that rational emotive behavior effectively improved the positive conformity of the learners since the members were many.

## CONCLUSION

The applied counseling model, rational emotive behavior, was effective to improve the learners' positive conformity. Both groups, experimental and control groups, experienced significant and different improvements. The experimental group had significant improvement while the control group did not. Okoiye (2015) found that rational emotive counseling was effective to transform learners' behaviors from abusing narcotics. John R. (1995) concluded that the cognitive counseling model had been applied to intervene in the attitudes, feeling, and behavior of adolescents Thus, the rational-emotive counseling model was effective to develop the positive conformity of the learners.

## Research Limitation

Current research limitations dealt to improve the positive conformity of the learners with a rational emotive behavior counseling model. The other limitation was - only observing the conformity from the behavioral and action paradigms. Conformity refers to changing behavior or attitude due to some exposure to an external group, Myers 2010 (Song et al., 2012). This research was reviewed based on the emotional and pro-social paradigms of Nook et al., (2016). The pro-social and emotional matters

indicated conformity. Kosten et al., (2012) found that the preventive efforts of conformity pattern deviation required social skill empowerment. The last research limitation dealt with the research subjects, adolescents. The research subjects tended to find their self-identities. Haun & Tomasello, (2011a) found that adolescents frequently adjust their behaviors and arguments with their peers. The researcher recommends further studies to review conformity from the age aspect.

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