



Opportunities for Rational Emotive Behavioral Counseling to Increase College Students' Self-Actualization

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Abstract. This literature review examines the potential impact of rational emotive behavior counseling on enhancing self-actualization. The objective of applying rational emotive behavior counseling is to empower individuals to modify their beliefs to become more rational. Assistance efforts to improve self-actualization with cognitive-based counseling. Irrational thoughts can prevent students from optimally self-actualizing the perspective of Rational Emotive Behaviour Therapy (REBT). Disputing is a method employed to recognize and alter the irrational beliefs of clients, which may contribute to diminished personal self-actualization. The hope is that individuals have high self-actualization with the motivation to get better and have the desire within themselves to be more advanced than their current condition. The research method used in this research is literature study, data collection and construction from various sources such as books, journals and existing research.

Keywords: Rational Emotive Behavioral Counseling, Self-Actualization, College Students.

1 Introduction

Learners as subjects of education also have academic and non-academic potential that can be optimized for self-actualization. According to [1] this is in line with Law Number 20 of 2003 article 1 number 4, namely: Learners are individuals within society who aim to cultivate their capabilities through various paths, levels, and types of educational opportunities.. Self-actualization is synonymous with achieving the fulfillment of the highest needs formulated by Maslow [2] [3] [4].

According to Maslow, self-actualization is the sustainable use of potential, capacity, and talent as the fulfillment of a mission or vocation and encouragement as a deeper knowledge of one's own personality [5]. His [6] cites Maslow's opinion on the hierarchy

of human needs which considers "the need for self-actualization as the highest level of mental development that can be achieved when all basic needs have been met. Rogers [7] argues that humans have a tendency to self-actualize, that is, to fulfill their potential and reach the highest level.

However, it cannot be denied that there are still students who are less able to show self-actualization. The results of research conducted by Vilanti [3] on the reality of the proportion of students in a college. No more than 30% of students in a college actively participate in organizations, meaning that the remaining 70% are more likely to be non-active students. The "A Week in the Life of a Hong Kong Student" project, describes how students spend their time in 1 week (168 hours). Studying in formal classes 15.7 hours; self-study 21.8 hours; discussion and socialization 33.2 hours; part-time work 3.8 hours; traveling and eating 27.3 hours; sleeping 49 hours (7 hours per day); other 17.2 hours. It seems that the time required by students in learning activities is no less than 11 hours per day. Of course, in addition to the long duration of time, the quality of student learning in Hong Kong is also different from students in Indonesia because it is proven that graduates are able to push their country to become a developed country.

The results of [8] observation state that students who are less able to self-actualize are characterized by lack of confidence, unable to speak in public, academic achievement tends to be low, unable to manage time well, unable to manage emotions well, tend to be easily stressed in dealing with problems in organizations related to themselves and others, so they cannot work well with all their friends.

In the era of society 5.0, the tendency of self-actualization is shown through social media accounts. The results of research [9] show that the use of social media with high intensity will be associated with narcissistic tendencies in adolescents, triggering cyberbullying, in the form of words that are demeaning, suppressing, and abusive to the detriment of self-esteem. Self-esteem is a factor associated with narcissistic inclinations and an individual's realization of their potential. From the results of this study, it is hoped that students, especially FKP Unair students, will further limit the excessive use of smartphones and social media and optimize student abilities in order to achieve optimal self-actualization.

Therefore, false self-actualization is a problem that requires immediate intervention. One of these intervention efforts is curative, with a cognitive-based counseling approach. Rational-Emotive-Behavioral counseling was Initially formulated by Albert Ellis in 1962, Rational Emotive Behavior Therapy (REBT) aims to assist individuals in eliminating irrational beliefs and substituting them with rational beliefs to enhance both emotions and behaviors, as outlined by Ellis and Harper [10]. Furthermore, Ellis [11] argues that humans have the ability to think, and humans are able to train themselves to change or eliminate self-sabotaging beliefs. Furthermore, REBT can be readily tailored to suit diverse types of clients and their specific issues.

The intervention process for students who experience self-actualization uses REBT approach with a group model, hereinafter referred to as Rational Emotive Behavior (REB) group counseling. Because it provides therapeutic intervention in an educational setting and over a certain period of time, REBT was adopted in the REB counseling setting. The reason for using REB group counseling is that in the stages of its activities, group members who experience self-actualization directed by the counselor through

group dynamics to identify self-actualization problems due to irrational beliefs or thoughts to the rational thinking process. In addition, each group member provides reinforcement to other group members. As stated by [12] that the counselor as a group leader uses various cognitive methods actively such as arguing, teaching and persuading group members to replace irrational beliefs with rational systems. Apart from that, research on the effectiveness of REB counseling to increase self-actualization has never been carried out by college counselors. This provides an opportunity for college counselors to be able to apply it as an alternative counseling approach to help increase college students' self-actualization.

2 Methodology

A qualitative approach with a library research method was used in this study. Research articles and books relevant to the research objectives are the sources of research data. The literature study research instrument is the researcher himself (human instrument) who is a vital part of qualitative research. The data analysis technique uses content analysis by examining data sources to produce information data that has a contribution to the research research variables. Furthermore, the results of the research data analysis are made into conclusions to answer the research objectives.

3 Theoretical Review

3.1 Rational Emotive Behavioral Counseling

Rational Emotive Behavioral (REB) counseling is an intervention from counselors to counselee based on the Rational Emotive Behavior Therapy (REBT) approach. The reason for applying counseling in this research is because it is based on the opinion of [32] that counseling is carried out with the assumption that the counselee is not a mentally ill person, but rather an individual with all his potential and strengths that can be used as an effort to overcome the obstacles or problems he is experiencing.

Albert Ellis [11] describes Rational Emotive Behavior Therapy (REBT) as a model that teaches clients to direct or apply rational personal beliefs or thoughts by modifying irrational thinking using REBT principles. Additionally, Bond and Dryden [13] suggest that within REBT, Ellis acknowledges the interplay between cognition, emotion, and behavior. Ellis identifies problems experienced by individuals in a personality theory known as the ABC theory. According to Ellis [11], the ABC theory is outlined as follows: A (Activating Event) refers to the existence of facts, events, behaviors, or attitudes of a person; B (Belief) denotes the individual's belief about A that leads to C; and C (Consequence) represents the emotional reaction of a person, which may or may not be appropriate. A therapist must challenge irrational beliefs (D) through disputing interventions so that individuals can experience the positive psychological effects (E) of rational beliefs and thus cultivate new feelings (F).

The overarching aim of REBT counseling is to help clients identify and address emotional and behavioral issues. The REBT counseling process comprises three main

stages, each of which allows the counselor to employ various techniques tailored to the client's problems and characteristics. The initial stage involves establishing a productive therapeutic alliance between the counselor and the client, teaching the ABC method to understand the presence of irrational thoughts, and overcoming the client's doubts to instill confidence in the effectiveness of REBT counseling [14].

The second stage, , entails shifting the focus of the problem to develop coping skills for the client's main issue, identifying and modifying the core irrational beliefs underlying the client's problem, encouraging engagement in relevant tasks to reinforce attitudes related to rational beliefs, and using various REBT counseling techniques [14]. This stage also addresses barriers to change, often represented by a state called "cognitive-emotional dissonance," where the client may feel uncomfortable when attempting to strengthen rational beliefs. The counselor encourages the client to maintain and enhance goal achievement by questioning irrational beliefs and developing alternative rational beliefs.

Explains the third stage, the final stage, which commences when the counselor deems significant progress has been made in resolving the main problem using REBT problem-solving methods [14]. Through REBT counseling, clients realize that irrational thoughts can be detrimental to themselves, and with this awareness, they can correct and transform them into rational beliefs, effectively managing emotions and behavior [15].

3.2 Self-Actualization

Self-actualization is characterized by the desire to attain satisfaction with oneself (self-fulfillment), actualize one's full potential, realize all capabilities, and be liberated to achieve the pinnacle of one's potential accomplishments [16]. Maslow [17] argues that humans are compelled to comprehend and embrace themselves to the fullest extent possible. To illustrate this, he introduces the hierarchy of needs, with self-actualization positioned at the apex. Self-actualization, or reaching one's full potential, cannot be achieved until the preceding four needs—physiological, safety and security, love and belonging, and self-esteem—are fulfilled. Aspects of self-actualization include the perception of reality, acceptance, spontaneity, focus of attention, autonomy, appreciation for novelty, peak experiences, a sense of community, humility, ethical behavior, means and ends, humor, creativity, resistance to cultural norms, acceptance of imperfection, values, and resolution of dichotomies [16].

According to [18] self-actualization is the tendency to develop talents and capacities. In this case a person tries to develop his talents and capacities. The development of talent and self-capacity is realized by steps forward and real actions to achieve a more valuable self-capacity. According to research by [19] a person can be said to have high self-actualization if he is motivated to become a better individual and has a desire within himself to be more advanced than his current condition.

4 Results

According to findings from research, the REE module, rooted in the Rational Emotive Behavior Therapy (REBT) framework, proves effective in assisting school students in alleviating irrational beliefs and stress [20]. The therapy entails delivering a model of rational emotive behavior therapy infused with positive mental health concepts to diminish irrational beliefs and stress. It also involves instructing individuals in rational principles and motivating them to integrate these principles into their lives over a nine-year period.

Based on research conducted by [21] shows that the Rational Emotive Behavior education program has an influence on improving peer relationships. The rational emotive behavior education program is to help students develop ways of thinking and behaving that lead to strong psychological and mental health.

The results of research [22] prove the acceptability of the counseling implementation guide. The detailed data shows that the REB-based Group Counseling Package to reduce *burnout* in high school students is feasible to use and acceptable as a guideline for counseling teachers and students, with an average calculation result of 86% in the very good category. category range. The results of the BK expert test assessment were 92% in the very good category, the media expert test assessment was 93% in the very good category, the test on prospective BK teacher users was 75% in the good category, and the results of the assessment on student users of the test were 84% in the very good category.

Group counseling is an effort to help individuals using group dynamics, is preventive and develops personal abilities as group problem solving from counselors to counsees [23]. In accordance with the purpose of group counseling, it is highly recommended to help students with homogeneity of problems experienced and with the right counseling approach. One approach that can be adapted is Rational-Emotive-Behavioral (REB).

The primary aim of REB counseling is to assist the counselee in identifying emotional and behavioral issues and effectively addressing them. The REB counseling process comprises three key stages, with the counselor employing a variety of techniques tailored to the individual problems and characteristics of the counselee. The initial stage involves establishing a productive therapeutic alliance between the counselor and the counselee [14]. This is followed by teaching the ABC method (activating event, belief, consequence) to help the counselee recognize the presence of irrational thoughts and overcoming any doubts to instill confidence in the effectiveness of REB counseling.

The second stage, also known as the middle stage, focuses on shifting the problem's focus to developing coping skills for the counselee's primary issue. This involves identifying and modifying the core irrational beliefs underlying the counselee's problem, encouraging engagement in relevant tasks to reinforce attitudes related to rational beliefs, and utilizing various REB counseling techniques. This stage also addresses barriers to change, often represented by a state called 'cognitive-emotional dissonance,' where the counselee may feel uncomfortable when attempting to strengthen rational

beliefs. The counselor encourages the counselee to maintain and enhance goal achievement and motivates them to question irrational beliefs and develop alternative rational beliefs to sustain progress.

The third and final stage begins when the counselor has made significant progress in resolving the main problem using REB problem-solving methods. Through REB counseling, the counselee realizes that irrational thoughts can be detrimental to themselves, and with this awareness, they can correct and transform them into rational beliefs, effectively managing emotions and behavior positively [15].

College students' whose self-actualization is low can be caused by irrational thoughts. Based on the results of observations and interviews, college students' stated that they were afraid of making mistakes when trying to answer questions from lecturers and thought that giving responses had to be correct. Moreover, there are college students' who compare their abilities with other friends, which makes them less confident and tend to put themselves down. The thinking above can prevent students from actualizing themselves optimally.

The reason REP counseling is used to help college students' to increase self-actualization is because in the activity stages, individu are stimulated to identify hampered self-actualization caused by cognitive disorders or irrational beliefs, then change it into a rational beliefs process. From the results of the preliminary study, it was found that several irrational beliefs include it being easier to avoid various difficulties and responsibilities as a college students' rather than trying to face them. When they are able to rational beliefs, they are expected to be able to optimize all their strengths and potential so that they can reach the level of self-actualization.

Maslow in [24] revealed that humans have a need for self-actualization and obtain the meaning of life through the activities they do by developing potential and sharing experiences. Opinion from [25] that the need for self-actualization can affect performance if it uses abilities and skills optimally and gets the *right* rewards. [26] further explains that self-actualization is a need to develop that is never fully satisfied, in other words, if an individual succeeds in fulfilling it in one way, he will try to find other ways in his development and expression.

According to [27] self-actualization will not be achieved without good biological conditions (health) and social support (status, partner, relatives and family). Self-actualization remains a popular topic both in psychological research and also in more modern cultures broad [28], [29].

The process of achieving student self-actualization is also influenced by internal factors. Argument [30] that in fulfilling self-actualization needs, individuals try to achieve health and emotional well-being, have enough self-confidence and the availability of perfection that allows individuals to develop self-motives continuously, pay attention, maintain, and support self-growth. Furthermore, the most important thing is that individuals must have a solid identity and not be easily influenced by other social forces that interfere with the natural tendency to develop. The results of research by [31] show that the stronger the desire to achieve goals and develop self-potential (self-actualization), the stronger the efforts made to overcome all obstacles and obstacles that exist.

Furthermore, [31] explained that when students have a high self-concept and self-actualization, they will have the ability to face and rise from existing obstacles (self-resilience).

5 Conclusion and Recommendation

Due to various internal and external pressures, individuals may not achieve self-actualization optimally, leading to a need for interventions to enhance it. One such intervention is cognitive-based counseling, rooted in Albert Ellis's rational-cognitive-behavioral approach. The barriers to achieving self-actualization, stemming from the counselee's irrational thoughts, are identified and transformed into rational thinking through techniques such as disputing within REBT. The success of this intervention is determined by the counselee's ability to think rationally, manage emotions effectively, and behave adaptively. Therefore, it is imperative for guidance and counseling practitioners to recognize signs of low self-actualization in individuals to prevent them from impeding their potential or hindering developmental tasks. Furthermore, employing rational emotive behavioral counseling is recommended as a means to enhance self-actualization.

Authors' Contributions

Ikke Yuliani Dhian Puspitarini is a doctoral student of Guidance and Counseling Study Program, Faculty of Teacher Training and Education, State University of Malang-East Java-Indonesia. Her interested in research on Rational Emotive Behavior Therapy, Distress, Burnout, and Social Character.

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