



# Modification of Rational Emotive Behavior Therapy (REBT) Approach with Cognitive Disputation Techniques in Group Counseling Based on Cyber Counseling

Shabrina Muyassirotul 'Aliyah, Muhammad Ramli, and Fitri Wahyuni<sup>(✉)</sup>

Universitas Negeri Malang, Malang 65145, East Java, Indonesia  
fitri.wahyuni.fip@um.ac.id

**Abstract.** Online learning in the midst of the Covid-19 pandemic is an alternative solution that is widely applied by educational institutions in Indonesia. Even so, the application of online learning also raises various problems experienced by students. In order to overcome these various problems, counselors present group counseling services based on cyber counseling. The counseling approach that is quite widely used in group counseling based on cyber counseling is the Rational Emotive Behavior Therapy (REBT) approach. In its application, cyber counseling has weaknesses related to implementation procedures. Therefore, to make it easier for counselors to provide counseling services in the midst of the Covid-19 pandemic, this article will discuss an alternative modification of the Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques in cyber-counseling-based group counseling. This study uses a narrative review method. The data collection method used is the documentation method, then analyzed by content analysis. The results show that the Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques can be modified to be applied in cyber counseling-based group counseling, in order to overcome various student problems that arise in the midst of the Covid-19 pandemic.

**Keywords:** Rational Emotive Behavior Therapy (REBT) · Cognitive Disputation · Group Counseling · Cyber Counseling

## 1 Introduction

At the beginning of 2020, the world was shocked by the emergence of a new virus known as the corona virus. The World Health Organization (WHO) named the new virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) and the name of the disease as Coronavirus Disease 2019 (COVID-19) [1]. The whole world is busy with preventing and handling this new virus, and Indonesia is no exception. One of the policies launched to prevent the spread of the corona virus is the social distancing policy. Social distancing is one of the steps to prevent viruses that are transmitted through breathing, by keeping a distance of 1.5 m from other people [2]. This policy also closed all educational activities.

The United Nations (UN) revealed that education is one of the areas that is most affected by the corona virus. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are around 290.5 million students worldwide whose learning is disrupted due to school closures [3]. To overcome this, almost all educational institutions in Indonesia implement teaching and learning activities from home or online learning. Fry said that online learning is the use of the internet and several other important technologies to develop materials for educational purposes, instructional delivery and program management [4]. Both formal and non-formal educational institutions are “forced” to design distance learning models because face-to-face learning is abolished.

Online learning in the midst of the Covid-19 pandemic is an alternative solution that is widely applied by educational institutions in Indonesia. Even the Ministry of Education and Culture [5] stated that various online learning service providers have collaborated with the Ministry of Education and Culture in providing free online learning facilities. In addition, Google Meet, Google Classroom, Whatsapp, Zoom, and other online media are also widely used to support the implementation of online learning. Based on a mini-review conducted by Lestariyanti [6], it was found that online learning allows flexibility of access, is practical, cost-effective, accommodates various learning styles of students, encourages independent attitudes of students, provides more new experiences in learning. Learning, and can increase students' learning motivation.

Even so, the application of online learning also has a negative impact on students. Research conducted by Indriani [7] found that students of SMK Negeri 1 Godean 2020/2021 experienced academic stress in the high category during online learning. Research conducted by Oktawirawan [8] also found that online learning caused anxiety or stress for some students. Even Kartika [9] found the emergence of stress symptoms in students due to the impact of online learning. In addition, online learning cannot provide the desired learning outcomes for students who do not have supporting devices and have difficulty accessing the internet due to technical or financial problems [4, 10].

In order to overcome the various problems experienced by students during online learning, the role of school counselors is very necessary. Online learning requires school stakeholders to build creativity and create innovation, hone students' skills in the use of technology, and improve quality through changes in systems and patterns of interaction with technology [3, 11, 12]. Adhering to this principle, school counselors seek to provide Guidance and Counseling services via online. This effort was initiated in order to optimize the development of students and overcome various problems experienced by students in the midst of the Covid-19 pandemic. According to [13], Guidance and Counseling services are one of the services that can play an active role in the midst of the Covid-19 pandemic.

One of the services sought by counselors is online-based counseling services. According to [14], the development of cyberspace allows counselors to build relationships with counselees virtually and maximize counseling services through alternative services known as cyber counseling. In this case, the counseling process can take place through the website, e-mail, Facebook, chat applications, telephone, video calls, video

conferencing, and other media. Cyber counseling requires counselors to master technology and have supporting devices and media, so that online counseling services can be carried out optimally [15].

Cyber counseling services are not only intended for individual counseling, but can also be provided in a group setting. Based on research conducted by Puspita et al., it was found that there was an influence of online-based group counseling services or cyber counseling via Whatsapp on increasing self-disclosure of 4A semester students of Bengkulu University BK Study Program [16]. According to Prayitno and Amti, group counseling is a service strategy that is good for dealing with interpersonal conflicts and helping individuals develop their abilities [17]. This shows that cyber-counseling-based group counseling services can be provided to students to overcome various problems that arise in the midst of the Covid-19 pandemic.

The counseling approach that is quite widely used in group counseling based on cyber counseling is the Rational Emotive Behavior Therapy (REBT) approach. REBT was developed by Albert Ellis since he studied clinical psychology in 1942 [18]. According to Ellis [19], providing information and discussing problem solving in the REBT approach is more effective in group settings than individuals. Research conducted by Setiawan & Mugiarto shows that group counseling services based on cyber counseling with the Rational Emotive Behavior Therapy approach are proven to have an effect on self-control in class XI IPS students of SMA Negeri 1 Rawalo [17].

In practice, the REBT approach has many techniques that can be used to solve counselee problems. One of them is cognitive disputation technique. This technique is applied by asking questions that can debate/oppose the counselee's irrational thoughts [20]. Based on research conducted by Aman & Aziz, the impact of using cognitive disputation techniques are: the counselee has shown more rational thinking, has a positive perception of situations that previously made him feel very depressed, and shows changes in emotions and behavior in a more positive direction [21].

According to [22], cyber counseling has weaknesses related to its implementation procedures. Therefore, to make it easier for counselors to provide cyber-counseling-based group counseling services in the midst of the Covid-19 pandemic, this article will discuss an alternative modification of the Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques in cyber-counseling-based group counseling.

## 2 Methods

This study uses a narrative review method. Narrative reviews are used to identify and summarize what has been published previously, avoid plagiarism, and look for new topics that have not been researched [23]. The narrative review steps that will be carried out in this study [24], include: (1) Literature search, collecting various literatures relevant to the research topic; (2) Determine the criteria for article selection; (3) Selection, selecting relevant articles and getting rid of articles that are not relevant to the research topic; (4) Data extraction and analysis: selected articles were then analyzed qualitatively.

The data collection method used is the documentation method. According to [25], documents can be in the form of writing, pictures or mental works of someone. Documents that are sought and examined in this research are books, articles, scientific journals,

proceedings, and research reports that are relevant to the research topic. The results of data collection were analyzed using content analysis or document analysis techniques. Content analysis is the researcher's effort to study the content/material of the document, find the characteristics of the message, then draw conclusions [26]. The content analysis steps refer to Fraenkel and Wallen, including: formulating goals, identifying and defining important concepts, narrowing the topics analyzed, searching for relevant data, developing rationales and forming conceptual relationships between data and data. Data collected for data presentation [27].

### 3 Result and Discussion

Rational Emotive Behavior Therapy (REBT) was created and developed by Albert Ellis since he was pursuing clinical psychology in 1942 [18]. The basic structure of personality according to REBT is summarized in Ellis' ABC model. [28] explains that REBT views individuals as having goals that can be supported or thwarted through activating events. Furthermore, individuals react, consciously or unconsciously, with their belief system (Beliefs). Then the individual experiences the emotional or behavioral consequences (Consequences) of the activating event. Thus it can be said that, A (activating event) does not cause C (emotional/behavioral). But it is B, one's belief about A that largely creates C.

REBT practitioners categorize beliefs (beliefs) into two main aspects, namely rational beliefs (RBs) and irrational beliefs (IBs). This is based on the opinion of Ellis which states that humans have a tendency to think rationally and also think irrationally [29]. The tendency to think rationally and actively identify and debate irrational beliefs to lead a more rational life and achieve self-actualization. But on the other hand, they also have a tendency to evaluate and criticize themselves which cannot be empirically validated. The REBT approach aims to improve the ability of counselees to identify the role their thinking plays in the emotional stress they experience, and to help them realize that reality may not necessarily match the circumstances they are forced to [30].

REBT approach aims to change the counselee's irrational way of thinking, then replace it with more rational beliefs [31]. According to [19], the most efficient technique used to change the counselee's irrational beliefs is to debate those beliefs (cognitive disputation). [20] stated that the cognitive disputation technique involves questions to conduct dispute logic (against the logic of the counselee's irrational thoughts), reality testing (proving the suitability of irrational thoughts with reality), and pragmatic disputation (questioning the benefits of irrational thoughts for the counselee). In this technique, the counselor actively debates the counselee's irrational beliefs and teaches the counselee to do it independently.

Ellis states that the dispute process involves three D's, including: (1) detecting, detecting irrational beliefs and realizing that they are illogical and inconsistent with reality, (2) debating, opposing irrational beliefs and proving to that the belief is unrealistic, and (3) discriminating, distinguishing between irrational thinking and rational thinking [19]. Aprilias & Wiyono describe the stages of implementing the REBT approach with cognitive disputation techniques as follows: (1) Identification of the counselee's IBs using the A-B-C model; (2) The identification results are presented to the counselee; (3) Debating

the counselee's irrational thoughts; (4) Directing the counselee to develop more rational thinking [32]. Ellis calls these stages the ABCDEG stages, namely: A (Activating Event), B (Beliefs), C (Consequence), D (Dispute), E (Effective new philosophy of life), G (Goals) [33].

Group counseling is individual counseling conducted in a group setting [17]. Prayitno added that group counseling was carried out to discuss various matters related to self-development and problem solving of individuals who are members of the group [16]. This goal can be achieved if collaboration is formed between group leaders and group members, as well as dynamic interactions between group members. This is in accordance with the opinion of [34] which states that group counseling can be used to train students to communicate and interact with other members in a group.

Corey describes the stages of implementing group counseling in six stages [35], namely: Stage 1, group formation. The counselor coordinates group members and prepares the implementation of group counseling. Stage 2, orientation and building relationships within the group. Stage 3, the transition stage. Characterized by the emergence of resistance and conflict from group members. Stage 4, work stage. This stage is a discussion and problem solving of group members using the approach and counseling techniques that have been determined by the counselor. Stage 5, consolidation and termination stage. Providing reinforcement for changes and new beliefs gained by group members, as well as motivating them to apply them in everyday life. Stage 6, evaluation and follow-up. This is done to find out how far the success of the counseling process that has been carried out.

Cyber counseling is an indirect interaction between counselees and counselors using electronic mail [22]. [36] added that cyber counseling is counseling carried out in a remote format with the help of technology that is connected by the internet network. According to [22], cyber counseling is divided into two, namely non-interactive and interactive (asynchronous and synchronous). Non-interactive asynchronous in the form of media that contains sources of information for self-help, can be e-mail therapy, bulletins/pamphlets, website content, Instagram, and various other sites. While interactive synchronous is a counseling service directly through chat, telephone, or video conference.

The stages of implementing cyber counseling according to Ifdil [37] are as follows: (1) Preparation. This stage includes the preparation of means or media to support cyber counseling, as well as self-preparation of counselors; (2) Counseling process. The stages of online counseling are not much different from the stages of face-to-face counseling. However, the cyber counseling process emphasizes more on solving the client's problems rather than the approach or technique used; (3) Post-counseling. At this stage, the counselor and counselee can plan follow-up counseling sessions. According to [37], the key to the success of a counseling process, especially cyber counseling, is the quality of the counselor in building a therapeutic relationship with the counselee. Management of cyber counseling also requires counselors to have knowledge related to the use of technology and the internet, as well as mastering norms and ethics in the application of cyber counselling [22].

Group counseling is individual counseling conducted in According to [38], the Rational Emotive Behavior Therapy (REBT) approach is very suitable to be applied to students

in group counseling settings, because it can be easily taught to group members, and can be applied to themselves and other members. Ellis also states that the provision of information and discussion of problem solving in the REBT approach is more effective in group settings than individuals [19]. This is because group REBT involves a collaborative effort between the counselor/group leader and group members in the process. In addition, the interaction between group members also affects the success of the counseling process. According to [35], group members can help and support each other in the following efforts: (1) identify irrational beliefs that underlie the emergence of emotional disorders, (2) evaluate irrational beliefs critically, (3) replace irrational beliefs with rational beliefs.

Jacobs et al. said that the benefit of using the REBT approach in groups is that group members can be involved in helping members who become counselees, because they will be familiar with the model used by group leaders [38]. Members can use it to help other members or apply it to themselves. Meanwhile, according to [39], group counseling using the REBT approach makes students feel not alone, increases self-confidence, takes part in solving other people's problems, can observe group dynamics, and follow instructions given by group leaders.

Counselors in group counseling services with the Rational Emotive Behavior Therapy (REBT) approach have four functions [19], namely: (1) making the counselee realize that they have irrational thoughts that should not be nurtured, (2) bringing the counselee to realize that he has thoughts irrational behavior that disturbs him, (3) helps the counselee to modify his thinking, (4) challenges the counselee to have a rational philosophy of life. Jacobs et al. added, counselors not only apply the REBT approach during group counseling sessions, but also teach group members the basic principles of the REBT approach to be used [38]. This is so that group members can apply the model for themselves, as well as contribute to helping group members who become counselees to modify their thoughts. The group REBT objectives described above can be implemented by counselors using cognitive disputation techniques.

The application of the Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques in cyber-counseling-based group counseling requires modifications in the implementation procedure. In this case, the authors collaborate on the stages of implementing the REBT approach, the stages of implementing group counseling, and the stages of implementing cyber counseling. The following is a modification of the procedure for implementing the Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques in cyber-counseling-based group counseling [32, 33, 35, 37]:

Stage 1 (Preparation). The counselor prepares tools and alternative media that will be used in the group counseling process. Counselors also need to prepare themselves as counselors, namely in terms of: knowledge, insight, and skills related to the REBT approach, cognitive disputation techniques, group counseling, and cyber counseling.

Stage 2 (Group Formation). The counselor determines the goals of group counseling. Counselors socialize the implementation of cyber counseling based group counseling services by distributing pamphlets, posters, or through broadcast messages on Whatsapp groups or other social media. Counselors select prospective counselees and form groups of 4-8 people [40]. The collection of group members can be done in the Whatsapp

group. Counselors need to ensure the readiness of group members to participate in group counseling. The media to be used and the timing of group counseling can be agreed upon by the counselor and group members in the Whatsapp group.

Stage 3 (Orientation and Relationship Development). Group counseling is carried out through agreed media. The counselor as a group leader accepts group members openly and as they are. This can be shown through facial expressions and the way the group leader communicates. The group leader invites group members to get to know each other, then discuss neutral topics to build a comfortable atmosphere. The group leader informs group members about the meaning and purpose of group counseling. The leader together with the group members establishes the group contract. The group contract relates to the rules that will be used during the group counseling process. The group leader directs group members to be active during the counseling process, open to each other and commit to counseling to completion.

Stage 4 (Transition). This stage is marked by the emergence of resistance and conflict from group members. Some conflicts that may arise include: reluctance to continue the counseling process, fear of expressing problems in the group, differences of opinion between group members, and so on. At this stage, the task of the group leader is to direct group members to openly express their respective resistances and conflicts, facilitate group members to overcome resistance and conflicts that arise, and motivate group members to continue counseling until completion.

Stage 5 (Work Stage). It is at this stage that the cognitive disputation technique is applied. This stage consists of four processes, namely: teaching, A-B-C identification, debate, and post-debate. (1) Teaching. The group leader teaches the A-B-C model to group members. [38] stated, there are two ways that can be done: (a) taking an example of a problem from one of the group members, then explaining the application of the A-B-C model in the problem, (b) asking the question, "Where do feelings come from?". (2) Identification of A-B-C. Each time a problem is raised, group members are directed to identify specifically the situation that is troubling the member (Activating Event). Once the situation is clear, the next step is to identify the feelings or behaviors associated with the event (Consequence). After A and C are clarified, the leader concentrates on identifying harmful, untrue, irrational beliefs (Irrational Beliefs). The most important part of this step is to make members realize that their irrational beliefs are not true. (3) Debate (Dispute). Group leaders and group members can ask questions to conduct dispute logic (against the logic of the counselee's irrational thoughts), reality testing (proving the suitability of irrational thoughts with reality), and pragmatic disputation (questioning the benefits of irrational thoughts for the counselee) [20]. (4) Post debate. After the debate process, the E (Effect) emerged from the results of the debate. E can be a letting go of self-destructive thoughts, the acquisition of new, more rational beliefs, and a greater acceptance of self, others, and the inevitable frustrations of everyday life. Furthermore, the group leader directs the counselee to set goals based on his new and more rational life philosophy.

Stage 6 (Consolidation and Termination). At this stage, the group leader provides reinforcement for the new beliefs obtained by the counselee. Next, the group leader asks other group members to conclude the results of counseling and convey their respective impressions of the implementation of group counseling. The group leader appreciates

**Table 1.** Modification of Rational Emotive Behavior Therapy (REBT)

Stages		Activity
1	Preparation	Preparation of cyber counseling support devices or media, as well as counselor self-preparation
2	Group Formation	Gathering group members and coordinating the implementation of group counseling via Whatsapp groups
3	Orientation and Relationship Development	Introductions among group members, building a comfortable situation in the group, agreeing on group contracts
4	Transition	Overcoming resistance and conflicts that arise from group members
5	Work Stage	Teaching model A-B-C, A-B-C identification, <i>Dispute</i> , Post dispute (the emergence of Effect and determination of Goal)
6	Consolidation and termination	Reinforcement of changes and new beliefs gained by group members and follow-up counseling agreements
7	Evaluation and Follow-up	Evaluation and follow-up on the implementation of counseling results via Whatsapp group

any changes experienced by group members. The group leader also asks members to apply the changes and new beliefs they have gained in their daily lives. The group leader offers group members a follow-up session. The group leader and group members agree on the implementation of follow-up counseling sessions. The group leader closes the counseling session.

Stage 7 (Evaluation and Follow-up). At this stage, group leaders evaluate the application of the changes and new beliefs they have acquired in their daily lives. This stage can be carried out through a post-counseling Whatsapp group or discussed in a follow-up session. To make it easier to understand, the following authors present their presentation in Table 1.

## 4 Conclusion

The Rational Emotive Behavior Therapy (REBT) approach with cognitive disputation techniques can be modified to be applied in cyber-counseling-based group counseling, in order to overcome various student problems that arise in the midst of the COVID-19 pandemic. The results of this study can be used as a study of the implementation of counseling services in the midst of the COVID-19 pandemic, by modifying various approaches and other counseling techniques.



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