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DEVELOPMENT OF RATIONAL EMOTIVE BEHAVIOR THERAPY BASED ON RELIGIOUS VALUES IN IMPROVING STUDENT DISCIPLINE

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Abstract: The behavior of students in the world of education is always developing in all aspects. This form of development leads not only to positive things, but also to negative things. This research was motivated by the high level of disciplinary violations that occurred at MTS NW Pringgasela, Pringgasela District, East Lombok Regency, especially students in grades VIII and IX. The purpose of this study is to develop rational emotive behavior therapy counseling based on religious values in improving discipline. The method used is Research and Development where researchers first create the concept of rational emotive behavior therapy based on religious values through Qur'anic verses surah An-Nisa and wisdom stories about the Art of Living a Life Full of Meaning in improving discipline that is tested on a limited basis. The results showed that with rational emotive behavior therapy counseling based on religious values through Qur'anic verses surah An-Nisa and wisdom stories about the art of living a meaningful life in improving discipline was effectively used in helping to improve student discipline.

Keywords: Rational Emotive Behavior Therapy, Religious Values, Discipline, Students

Abstrak: Perilaku siswa dan sisi pada dunia pendidikan selalu berkembang pada semua aspek. Bentuk perkembangan ini tidak hanya mengarah pada hal positif, namun juga pada hal-hal negatif. Penelitian ini dilatarbelakangi oleh tingginya tingkat pelanggaran kedisiplinan yang terjadi di MTS NW Pringgasela, Kecamatan Pringgasela Kabupaten Lombok Timur khususnya siswa pada kelas VIII dan IX. Tujuan dari penelitian ini adalah mengembangkan konseling rational emotive behavior therapy berbasis nilai-nilai religius dalam meningkatkan kedisiplinan. Metode yang digunakan adalah Research and Development dimana peneliti terlebih dahulu membuat konsep rational emotive behavior therapy berbasis nilai-nilai religius melalui ayat Al-Qur'an surah An-Nisa dan cerita hikmah tentang Seni Menjalani Hidup Penuh Makna dalam meningkatkan kedisiplinan yang diujicobakan secara terbatas. Hasil

penelitian menunjukkan bahwa dengan konseling rational emotive behavior therapy berbasis nilai-nilai religius melalui ayat Al-Qur'an surah An-Nisa dan cerita hikmah tentang seni menjalani hidup penuh makna dalam meningkatkan kedisiplinan efektif digunakan dalam membantu meningkatkan kedisiplinan siswa.

Kata Kunci: Rational Emotive Behavior Therapy, Nilai-Nilai Religius, Kedisiplinan, Siswa.

A. Introduction

Education is a problem that is directly related to human life. Education is an attempt by adult humans who are aware of their humanity in guiding, training, teaching, instilling values, as well as basic outlooks on life to the younger generation so that later they become human beings who are aware and responsible for their life tasks in accordance with the nature and nature of life. human characteristics.¹

Education which is used as one of the tools to shape the human person really needs to be entered into about disciplinary knowledge because, discipline is very important to be instilled so that humans can control and control what they will do only through an orderly and disciplined life.

Discipline is the most important part both in the context of non-formal education, as well as informal education. Problems regarding discipline are common and often occur, especially for students. Where students are individuals who have different characteristics in the development process need help in knowing identity.²

Thus, discipline is very important to be instilled in individuals, especially in students, there is nothing more important in self-management compared to discipline. In addition to the importance of instilling clear direction and goals, discipline is an absolute requirement to achieve dreams or carry out life's mission.

Allah SWT has educated and trained people in their daily lives to live a disciplined life through His commands, namely to perform the five daily obligatory prayers well, to be disciplined in time, to be disciplined in carrying out their duties and obligations, and to be disciplined in interacting with the Kholid and with fellow creatures. .

As emphasized in the Qur'an surah An-Nisa verse 59 which reads:

0 نَّعَمْ فَإِنْ تَنَازَرْ عَثْمَ فِي شَيْءٍ فَرْدُوْهُ إِلَيْ اللهِ وَالرَّسُولِ إِنْ كُنْتُمْ مُّمْ تُؤْمِنُونَ بِاللهِ وَالْيَوْمِ الْآخِرِ ذَلِكَ خَيْرٌ وَأَحْسَنُ ثَوْبَيْلًا

Meaning: O you who believe! Obey Allah and obey the Messenger (Muhammad), and the Ulil Amri (Powerful) among you. Then, if you differ on something, then return it to

¹Zuhairini, "Philosophy of Islamic Education", (Jakarta: Bumi Aksara, 1989), p.10. Al Ulya: Journal of Islamic Education, Vol 4, No 1, January –June 2019 edition.

²Hanif Aftiani, "Application of Behavioral Group Counseling to Improve Student Discipline at SMAN 1 Kedungadem Bojo Negoro", Journal of UNESA Counseling, Vol.3, Number 2, (2013), p. 344.

Allah (the Qur'an) and the Messenger (the Sunnah), if you believe in Allah and the Last Day. That is more important (for you) and better the result.³

The application of discipline can have an impact on every value of life, for example at school. School discipline is a school's effort to maintain students' behavior so that they do not deviate and encourage them to behave in accordance with the norms, rules and regulations that apply in schools. Discipline in the participants is indeed very important to pay attention to with the existence of clear and directed rules that affect children in their adulthood.

The period of child growth is a vulnerable and sensitive period, if there is no action to protect it then their future will be threatened coupled with the advancement of time and technology. Religious values need to be instilled in children because religion itself involves the concept of divinity, worship, and morals. All of that is given from an early age so that religious values are able to shape the child's personality, can be firmly rooted, and have an influence in his life.

A person's religious level cannot be separated from the factors that affect his surroundings, because humans as social beings always interact with their environment. In interaction, there is mutual influence between human relations and their environment. Within the scope of education, the inculcation of religious values has been widely applied, starting from incorporating character values into subjects, habituation that leads to good moral results, school extracurriculars, and so on. The inculcation of religious values in schools is indeed designed to instill these values as a form of anticipating the existence of cultures that enter from outside and the dangers of increasingly free association among adolescents. While the psychology of adolescence is the age when individuals integrate with adult society,⁴

Adolescence is a period of transition from childhood to adulthood. A teenager can no longer be said to be a child, however, he is still not mature enough to be considered an adult because he is looking for a lifestyle that suits him and is often done through trial and error, even through many mistakes that cause worry and unpleasant feelings for him. parents, schools and in the community.

Adolescence is a period of testing in terms of actualizing oneself who wants to do everything. The violations committed include skipping school, coming late to school, not putting clothes on, talking during class hours, smoking, and other deviant behavior.⁵

Various kinds of punishments have been carried out by each school both in general in dealing with indiscipline violations. As was done in one of the schools, namely SMAN 2

³Al-Jumanatul Ali, "Al-Qur'an and Indonesian Department of Translation", (Bandung: CV J-ART Publisher, 2004)

⁴Elizabeth B. Hurlock, "Developmental Psychology An Approach Throughout the Life Span". Translator: Istiwidayanti & Soedjarwo, (Jakarta: Erlangga, 1980), p. 206.

⁵Lita Gustiana, "The Effectiveness of Group Format Rational Emotive Behavior Therapy to Improve Student Discipline at SMAN 2 Padang", (Thesis, Faculty of Education, Padang State University, 2019), p. 21.



Padang. Where, counseling guidance teachers (BK) provide guidance and counseling services in improving self-discipline but not yet explicitly.⁶

However, this is different from the MTs NW Pringgasela school where students found various kinds of indiscipline violations committed by students, for example, when the teacher was explaining the lesson and then it was found that there were students who spoke plus not putting their clothes on, arriving late and never going to school. Of the various kinds that the teacher only gave a reprimand and scolded the student. The efforts made by the teacher did not deter students so that they were taken to the guidance and counseling room (BK).

Indiscipline violations in terms of never attending school by students are often committed from class VII as told by the homeroom teacher who justifies that the student never goes to school because he stays up late at night so that in the morning when school looks lethargic and there is no enthusiasm for learning .

Therefore, by looking at various types of violations, efforts to improve student discipline at MTs NW Pringgasela schools need to be carried out so that a more moral student character is formed. Of course, to achieve all of this is not easy, but hard work is needed, especially for counseling guidance (BK) teachers, who are counseling forums for students to get help in solving problems or problems that are being faced.

By looking at the low religious and discipline of students nowadays which is a problem in educational institutions, there are many things that are inappropriate and not in accordance with the rules and religious norms that apply both in educational institutions and in the daily environment, therefore it needs to be addressed immediately so that it doesn't get worse. Many students commit indiscipline violations. Schools and teachers have tried to carry out various interventions but have not made students as expected. So to address this it is important to be given different methods as an effort to build student awareness in discipline. So, researchers here conduct further research by applying rational emotive behavior therapy (REBT) techniques based on religious values through the verses of the Al-Qur'an surah An-Nisa and wisdom stories about the art of living a meaningful life. It is hoped that this approach will be able to describe results in suppressing low levels of student discipline in research locations.

B. Method

The method used by researchers in conducting this research is Research & Development from the Borg & Gall development model which is programmed with systematic sequences of activities in ten development steps including: Research and information gathering, planning, developing preliminary product forms, group trials small group trials, large field group trials, and product revisions.

Trials in research conducted by involving and focusing on 4 subjects. The intervention provided is in the form of counseling rational emotive behavior therapy based on religious values in improving student discipline through the verses of the Al-Qur'an surah An-Nisa and wisdom stories about the art of living a meaningful life. As for data collection

⁶Ibid

techniques through unstructured interviews, direct observation, and documenting the process and results. Development data collection instrument through the REBT model validity instrument with the concept of ABCDE (Activating, Belief, Consequence, Disputing, and Effect). Data analysis techniques emphasize qualitative analysis of data findings from all sources.

C. Discussion and Results

The validity of rational emotive behavior therapy counseling instruments based on religious values in improving student discipline

Based on explanation Previously, the researchers explained that validation was carried out with two validations, namely validation from class VIII and validation from the homeroom teacher for class IX. The number of student violations of indiscipline is 2 students from class VIII and 2 students from class IX.

The validation carried out by the homeroom teacher for class VIII related to the ABCDE model (activating, belief, consequence, disputing, effective) of rational emotive behavior therapy based on religious values said that the validation of one of the homeroom class VIII students of MTs NW Pringgasela was carried out with one validation. From the results of counseling using rational emotive behavior therapy based on religious values after validating the counseling with the ABCDE model that from the validation carried out no revisions were found, only giving comments saying counseling with rational emotive behavior therapy with the ABCDE model based on values Religious education is very appropriate to be used, especially in improving student discipline.

The second validation by the homeroom teacher of class IX was carried out with one validation where, the first validation was carried out by simply giving a comment that with counseling rational emotive behavior therapy based on religious values it is very good to do especially it is very suitable to be given to schools that are under religious auspices and so that students in MTs NW Pringgasela school knows the verses of the Qur'an or religious values that can increase students' knowledge.

From the results of the validation described above, the researcher concluded that the two validations that had been carried out, both validation to the homeroom teacher for class VIII and class IX, had similarities, namely that they both considered that rational emotive behavior therapy counseling (the ABCDE model) was indeed feasible to use and there was no revision. both from the first validation and the second validation.

Counseling Analysis of Rational Emotive Behavior Therapy with the ABCDE Model (Activating, Belief, Consequence, Disputing, Effect) Based on Religious Values

From the research results obtained in the field, the researcher found some similarities between the three students who violated discipline according to the model that researchers used, such as forms of indiscipline violations, beliefs (initial occurrence of violations, values that are believed to be related to violations committed by students)., the things that are felt when committing a violation, the giving of verses from the Qur'an and stories of wisdom about the importance of discipline, especially at school.



If seen from the research data, it shows that the form of indiscipline violations committed by 2 students from class VIII and 2 students from class IX is the same, namely indiscipline violations coming to school late and never attending school. As directly expressed by the four perpetrators of disciplinary violations, they often made delays when arriving and often did not attend school. In terms of belief, the researcher describes two questions, namely how the violation occurred and the values that are believed to be related to the indiscipline violation committed.

If you look at the four students or perpetrators of indiscipline violations they have committed, they have something in common, namely how the initial violation occurred, namely coming late to school or never going to school. The similarity of the four students who commit indiscipline violations is due to social media, namely online games and staying up too often so that the four students commit indiscipline violations.

In addition, the researchers concluded that the four perpetrators of indiscipline violations were due to a lack of attention or supervision from each parent. Thus, students become disobedient and dare to violate the rules in school.

Table 1. The values of undisciplined behavior believed by the subject

Subject	Student Expressions
Top first subject (R)	"When I arrived late to school I was still allowed to enter, and I was only warned not to repeat the delay that I did then after being warned by the teachers I was told to enter the BK room. In my opinion it is the most natural thing there is also advice not to be given"
Second subject (BI)	"Whether I go to school or never go to school, my parents are never angry or sometimes they don't even know. Even if my grades were bad or not good at school, my parents also never asked about that."
Third subject (M)	"Never went to school or came late to normal school, my parents also didn't forbid me and weren't angry with me"
Fourth subject (KB)	"Never went to an ordinary school, my parents didn't forbid me and weren't angry with me when they saw that I didn't go to school"

From the table above regarding the values that are believed to be about indiscipline violations committed by the four students if it is concluded that they do have similarities and if seen in fact the four students will not commit indiscipline violations it's just that, there needs to be supervision from parents so that they pay more attention to their children At home.

In committing indiscipline violations can be seen from the four students on average assuming that discipline is not too important meaning, the four students respond indifferently as if they have no concern for discipline.

In the process disputing, it is known that of the four students it was found to have a low level of religious values, values of worship, morals, trustworthiness and sincerity, as well as lacking exemplary values. This can be proven by the statements of each client as follows:

First subject (R) lack of religious values in moral values, and trustworthy values. The moral values here are disobedient to the rules, namely arriving late to school, then fighting parents by not wanting to obey their orders, while for the value of the trust, they are not responsible for their obligations as students, namely not carrying out the rules in school.

Second subject (B) It is known that in the disputing process the client on behalf of (B) has a low level of religious value. The lack of religious values here is found in moral values, trustworthiness and sincerity. Moral values here are violating school rules, namely not being disciplined, fighting parents by calling harsh words, and assuming that there is a lack of attention or affection while a lack of trustworthiness and sincerity, that is, the client should be more responsible and sincere, regardless of the circumstances of the parents, but as a child. remain submissive and obey his words because it is an obligation as a child who must obey his parents. The third subject (M) found out that in the counseling process the client was disputing on behalf of (M) having a poor level of religious values, worship values, moral values, trustworthiness and sincerity values.

It is said that the lack of value of worship is when playing online games where the client does not pay attention to the time so he does not carry out their obligations, namely not praying five times a day. This is what encourages clients to be lazy to study let alone just read books and causes clients to also not go to school because they spend too long playing online games until late at night.

Besides value Worship that is lacking, of course, this is a mandate that cannot be carried out. As students, clients should obey more rules or discipline because this is an obligation that must be obeyed. However, due to the social media factor plus the lack of worship, it already reflects negative morals, apart from violating Allah's commands, it also violates the orders of the teachers at the school.

Fourth Subject (KB) in the client's disputing process on behalf of (KB) has the same level of religious values as the other three clients of indiscipline violations, namely they both have a less religious level, in this case the religious values that exist in the client (KB), namely the value of worship, morals, trustworthy and sincere.

Worship value what is lacking can be seen when the researcher asks the client to read a verse of the Qur'an, namely surah An-Nisa verse 59 which explains the importance of discipline. In giving the verse, the client reads less fluently. The researcher's investigation found that the client only read the Qur'an at school, namely during imtaq activities. The lack of interest in reading from clients gives researchers the view that clients are weak in carrying out religious practices.

Moral values are also lacking, these moral values are clear, namely committing indiscipline violations, namely never even going to school during sports hours only.



The client has a trustworthy value, however, the trustworthy value that is carried out is not completely trustworthy in the sense here, that the client is only trustworthy during sports class hours. So it can be said that the value of trust, worship, and morals that exist in clients is still lacking.

From the four clients of indiscipline violations with the disputing process, the researcher gave verses from the Qur'an and stories of wisdom about the importance of discipline. Giving these two ways is nothing but aims to improve student discipline and further increase religious values so that clients can also pick up messages so that they have good examples.

D. Conclusion

The concept of Rational Emotive Behavior Therapy Ellis's ABCDE model is integrated with religious values, especially in disputing where counselors can provide interventions on religious values in stories of wisdom and verses about discipline.

Rational emotive behavior therapy (REBT) based on religious values can help improve student discipline and also empower the potential that exists within the individual as a Muslim who must have disciplinary behavior.

Rational Emotive Behavior Therapy based on religious values is very effective in increasing the discipline of students in grades VIII and IX which researchers integrate with the verses of the Qur'an and stories of wisdom about the importance of discipline.

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