

IMPROVING STUDENT LEARNING AWARENESS USING RATIONAL EMOTIVE BEHAVIOR THERAPY TECHNIQUES AT VOCATIONAL SCHOOL OF DARUL ANWAR, BANYUWANGI REGENCY CITY EAST JAVA INDONESIA

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ABSTRACT

Low is due to low self-awareness of students. On the one hand, low self-awareness is caused because students have irrational thoughts about lessons and how they learn. Thinking that learning is very boring, not fun, studying or studying is something that is not important, the thought that we can also be successful without learning. The research used is a quantitative type, using lots of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Likewise, research conclusions are still used if they are accompanied by tables, graphs, charts, pictures or other views. The method used in this research is pre-experimental research. The reason the researcher uses this method is because in the pre-experimental method design, the researcher observes one main group by intervening in it throughout the study, besides that in this method, it does not use a control group to be compared with the experimental group. The result is that group counseling with a behavioral approach to the technique of Rational Emotive Behavior Therapy has an effect on increasing the awareness of class XI TKJ TKJ SMK Darul Anwar.

Keywords : Student Learning awareness, Technique of Rational Emotive Behavior Therapy, Vocational School Of Darul Anwar

INTRODUCTION

Today, humans can no longer be separated from the educational aspect, where humans are required to learn. Humans as creatures who think and desire to develop their life. Making life better, by developing the potential that is in him through the educational process. Learning is an activity in which there is an interaction between teachers and students, in order to achieve the goal of mastering certain competencies by students. There are several components in the learning system, namely students, teachers, learning media, learning facilities and infrastructure, learning resources, and the classroom environment that is used as a place for the learning process to take place. Each component has a role in achieving learning objectives.

Learning will be realized when students have(self awarenessself awareness) about the importance of

learning. Self awareness is an aspect that influences the achievement of learning goals itself. Self Awareness is knowing motivation, beliefs, personality and understanding how these factors can influence judgment, decisions and interactions with other people. However, it is very unfortunate that in the process, students sometimes do not have self-awareness of how important learning itself is. According to Sukaisih & Muhali (2013,) Another problem that often arises is that students tend to be impressed as they are in learning. When students are faced with learning problems, they try to solve as much as they can without thinking about the correct level of solving these problems and rarely do students evaluate the problem solving strategies they use. This indicates the low level of student learning awareness.

Student learning awareness is closely related to student motivation and learning styles. Students' learning success can be determined by their motivation. Students who have high learning motivation tend to have high achievement as well. Conversely, students who have low motivation will also have low learning achievement.

In Banyuwangi, especially Singojuruh Subdistrict, there are 3 SMKs that offer various majors that ensure that SMK graduates have readiness to enter the world of work. The preliminary study shows that there are 3 vocational schools in Singojuruh sub-district, namely SMK Negeri Ihya 'Ulumudin, SMK Darul Anwar, and SMK Manba'ul Falah. SMK Negeri Ihya Ulumudin has competency skills, namely Light Vehicle Engineering (TKR), Accounting and Computer Network Engineering (TKJ). All major programs at the school are in demand by students because the school has a state status. The Darul Anwar Vocational School also has competency skills, namely Accounting, Computer and Network Engineering (TKJ) and Agri Business Processing of Agricultural Products (APHP). Even though they have the same departmental program, many students choose schools at SMK Darul Anwar on the grounds that only in this school the BKK program is among the 3 SMK schools in Singojuruh District, the existence of the BKK program at SMK Darul Anwar, a school that provides job fairs, students no need to find a job after graduation later. In addition, there is also SMK Manba'ul Falah which has competency skills, namely Multimedia and Automotive Engineering (TKR Mobil).

From previous research, it was obtained at the SMK Darul Anwar Singojuruh school from guidance and counseling teachers as well as teachers of Indonesian, mathematics, social studies and history subjects that there are 30 percent of students who do not have self-awareness to learn with the assumption that learning is something that is not important, learning only because of the demands of parents. The behaviors that show these students have low learning awareness among these students are truant, leave during class hours and do not pay attention to the teaching and learning process, hang out during class hours, do not do homework, even do not come in the teaching and learning process at school. This causes these students to become lazy to learn and do activities that are not useful and affect the results of their learning achievement.

Based on the above problems, there is a need for handling using counseling techniques so that students realize that learning and schooling are important and not just a formality, so that their learning achievement results are good. One technique that can be applied to the problems of these students are counseling Rational Emotive Behavior Therapy (REBT). Counseling Rational Emotive Behavior Therapy (REBT) is a development of counseling rationally developed by Albert Ellis in 1940 who assume that every human being normal have thoughts, feelings and behaviors that all three occur simultaneously. Thoughts influence feelings and behavior, behavior affects thoughts and feelings, feelings affect thoughts and behavior so that this counseling is directive because the three of them interact with each other. in Corey (2013)

Implementation of Rational Emotive Behavior Therapy (REBT) counseling uses a group counseling technique model. Group counseling is a guidance and counseling service that allows students to have the opportunity to resolve and alleviate the problems they experience through group dynamics. The goals to be achieved in group counseling are personal development, discussion and solving of personal problems experienced by each group member in order to avoid problems and problems are resolved quickly through the help of other group members. Mungin (2005). This method is expected to be able to answer these problems.

The approach Rational Emotive Behavior Therapy views that human behavior is the result of the process of thinking about a situation, and healthy and unhealthy emotional reactions depend on how the individual interprets a

situation. While the procedure for achieving the disciplinary process is how individuals control and control the mobility of thoughts, emotions, and behavior from desires for external and internal conditions that can frustrate goals, Denise (2006). This means that counseling can think in the realm of evaluating their emotions and behavior when a situation affects them.

The approach with counseling Rational Emotive Behavior Therapy (REBT) can help solve problems caused by problematic thinking patterns. The approach mentioned above can be used to help students who experience a low sense of self-awareness. The wrong mindset here is a negative thought pattern that appears in individuals, which creates perceptions that will change a person's attitude or behavior, for example students are lazy to learn because they feel learning is not important, what to learn and why I study. The main purpose of this Counseling Rational Emotive Behavior Therapy is to improve and change attitudes, perceptions, ways of thinking, beliefs and views of the counselee which are irrational and illogical to become logical so that the counselee can develop themselves and increase self-awareness students'. As well as eliminating emotional disturbances that are self-defeating such as: fear, guilt, anxiety, doubt, insecurity and stressful feelings from the fruit of his thought.

Referring to the above problems, further research is needed to see how to increase students' learning awareness by using the Rational Emotive Behavior Therapy Technique at SMK Darul Anwar class XI TKJ Padang Village, Singojuruh District, Banyuwangi Regency.

Learning Awareness

Understanding Learning

Awareness Student learning awareness is needed in the learning process so that these students have their own will to learn, have a conscious sense of self-study if the teacher is not in the classroom. Consciousness can be defined as what a person feels, Central Indonesian Dictionary. Ginintasi (2013) explains that awareness can be interpreted as a condition in which a person has full control of both internal and external stimuli.

Dwi Istiyani (2009) explains that awareness is something that is completely personal which has the ability to become aware of yourself in doing something. Sardiman AM (2011) explains that learning is a change in a person's behavior or appearance by a series of activities such as reading, writing and observing. Muhibbin (2012) explains that learning is simply collecting facts that are presented in the form of information / subject matter that is carried out by someone.

Based on some of the sources and understanding above, the understanding of learning awareness is something that is felt by students so that they can interact with the environment in order to realize changes in student behavior and abilities including attitudes, attention, and thoughts well.

Natawijaya (2009) revealed that the most important thing in learning activities is that teaching and learning activities are carried out with the willingness and awareness of themselves so that students will have extraordinary enthusiasm and desire in learning. Therefore self-awareness is very important to maximize learning activities in students, in gaining knowledge and education. Thus the awareness of learning is a power that is in the mind to add understanding and experience which will result in new knowledge and good attitude changes if optimized.

In this regard, there are several definitions of learning according to several figures: The Gestalt theory was put forward by Max Wertheimer, which states that learning is looking for insights, visions. In every problem (difficulty) there is a core that is the key to solving that must be observed or observed. A tangled thread must have an end at the end. If you find both, of course you can reduce a problem. All of them consist of interrelated parts. If the missing parts can be observed, it will solve the problem, Ganda. Sardiman (2011) explains that learning is a change in a person's behavior or appearance by a series of activities carried out, for example reading, writing, and observing.

Ahmad (2018) explains that learning is a conscious effort made by individuals to meet their needs. Every learning activity carried out by students will produce changes in themselves which are grouped into cognitive, affective, and psychomotor areas.

Thus based on some of the above meanings, what is meant by learning is a condition of changing energy

and encouragement that is contained in a person in an effort to create a new behavior change process that is reflected in a person's change towards maturity in meeting his life's needs.

Characteristics of Learning Awareness

Students who have learning awareness can be seen in the learning process, so these students have their own will in following the process of learning activities. Sardiman (2011) classifies the characteristics of learning awareness to encourage students to participate in the learning process:

- a. There is a physical need for learning.
- b. There is a need for a sense of security in following the learning process.
- c. There is a need for love in following the learning process.
- d. There is a desire to participate in the learning process.

Sardiman (2011) classifies the characteristics of learning awareness to encourage students to take part in the learning process, namely:

1. Background knowledge and level of knowledge
2. Learning styles
3. Learning maturity level
4. Learning harmony
5. Learning attitude
6. Intelligence learningStudy
- 7.scope

Indicators of Learning Awareness

Measurement of learning awareness can be interpreted as measuring the success of awareness learning that must be possessed by students in the learning process of productive subjects, especially in basic electrical installation training. Based on the theory described above, there are several ways to measure the learning awareness that students must have:

- 1) Students must have learning behavior
- 2) Students must have learning habits
- 3) Students must have a learning style
- 4) Students must have a personality in learning

Rational Emotive Behavior Therapy (REBT)

Definition of Rational Emotive Behavior Therapy (REBT)

Rational Emotive Behavior Therapy (REBT) is a psychotherapy stream based on the assumption that humans are born with potential, like to think irrational and evil. Humans have a tendency to nurture themselves, be happy, think and say, love and join others, and grow and actualize themselves.

According to Corey in his book "Theory and Practice of Counseling and Psychotherapy" rational emotive behavior therapy is problem solving that focuses on aspects of thinking, assessing, deciding, directives without dealing more with the dimensions of thought than with the dimensions of feeling. In addition, according to Winkel in his book "Guidance and Counseling in Educational Institutions is a counseling approach that emphasizes togetherness and interaction between thinking with common sense, feelings and behavior, and emphasizes deep changes in ways of thinking and feeling which results in changes in feelings and behavior. Winkel (2007)

From the above definition it can be concluded that rational emotive behavior therapy is a therapy that tries to eliminate the client's illogical, irrational thinking and replace it with something logical and rational by confronting the client with his beliefs irrational and attacking, opposing, questioning, and discussing irrational beliefs that affect behavior.

Basic Concepts of REBT

According to Albert Ellis, human beings are basically unique with their tendency to think rationally and irrationally. When thinking and behaving rationally humans will be effective, happy, and competent. When thinking and behaving irrational the individual becomes ineffective. A person's emotional reactions are largely due to conscious or unconscious evaluations, interpretations, and philosophies. This psychological or emotional barrier is a result of illogical and irrational thinking, in which the emotions that accompany individuals in thinking are full of prejudice, are very personal, and irrational. Personality development starts from the fact that humans are created with: (a) a strong urge to defend themselves and satisfy themselves, and (b) the ability to be self-destructive, blind hedonism and reject self-actualization, Diniaty (2009)

This irrational thinking begins with learning logically derived from the parents and the culture in which they grew up. Thinking irrational will be reflected in the words used. Nonsense words indicate wrong ways of thinking and right words indicate correct ways of thinking. Negative feelings and thoughts and self must be challenged by means of rational and logical thinking, which is acceptable according to common sense, and using rational verbalization.

The rational, emotive approach to personality can be examined from the key concepts of Albert Ellis' theory: there are three pillars that build individual behavior, namely Antecedent event (A), Belief (B), and Emotional consequence (C). This pillar framework became known as the ABC concept or theory.

Antecedent event (A), namely all external events experienced or exposed to the individual. Predecessor events in the form of facts, events, behavior, or attitudes of other people. Divorce from a family, graduation for students, and entry selection for prospective employees are antecedent events for someone.

Belief (B), namely beliefs, views, values, or individual self-verbalization of an event. There are two kinds of people's beliefs, namely rational belief (rB) and irrational belief (iB). Rational belief is a way of thinking or belief system that is appropriate, sensible, wise, and because it becomes productive. Irrational belief is a belief or a person's thinking system that is wrong, unreasonable, emotional, and the tap is unproductive.

Emotional consequence (C) is an emotional consequence as a result or individual reaction in the form of feelings of pleasure or emotional barriers in relation to the antecedent event (A). This emotional consequence is not a direct result of A but is caused by several intermediate variables in the form of belief (B) both rB and iB, Corey (2009) In addition, Ellis also adds D and E to this ABC formula. A therapist must fight (dispute; D) these irrational beliefs so that his clients can enjoy the positive psychological effects (E) of rational beliefs, Palmer (2011)

METHODOLOGY

Research

Design / Research Approach

This type of research is a quantitative type, using lots of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Likewise, research conclusions are still used if they are accompanied by tables, graphs, charts, pictures or other views. The method used in this research is pre-experimental research. The reason the researcher uses this method is because in the pre-experimental method design, the researcher observes one main group by intervening in it throughout the study, besides that in this method it does not use a control group to be compared with the experimental group, Sugiyono (2014).

Research Methods The design used in this research is pre-experimental design with One Group Pretest and Posttest Design, that is, in this design a group of subjects is given (pre-test) and then the treatment is carried out at a certain time then re-measured the post-test to compare the situation. and before treatment. Measurements were made twice, namely before and after treatment. The reason researchers used this design to measure truancy behavior of students before (pre-test) and the second measurement to overcome the aggressive behavior of students after being given behavioral counseling with modeling techniques through (post-test) (Sugiyono, 2014).

RESEARCH RESULTS AND DISCUSSION

Research Results

In this sub-discussion there are consecutively described: (1) General Description, (2) Data Description and (3) Data Analyst Results.

General Description

In this general description section, the state of the research sample before and after giving treatment will be explained based on the results of observations and interviews as well as the implementation of the research from May to August 2019. The population of this study was 30 students of class XI TKJ SMK Darul Anwar Singojuruh. This study used 22 samples who based on the results of the questionnaire had low and moderate learning awareness, then the entire sample was given treatment in the form of group counseling with the Rational Emotive Behavior Therapy technique.

Based on the results of preliminary observations, it can be seen that students show low learning awareness. Some students show learning behavior such as (1) not listening when the teacher explains; (2) not attending lessons; (3) leaving the classroom before the lesson is over. In addition, students also have a learning personality and low learning habits, this is shown when students are less active in asking questions and students are lazy to do assignments given by the teacher and behave less politely towards the teacher.

In addition, based on the results of interviews with the supervising teacher, it turned out that some students did have behaviors that showed their learning awareness was low, including students who were truant, hanging out during class hours and not paying attention when the teacher explained.

Table of Results for Giving Questionnaire

Number Interval	Category	Total
81 – 90	Very High	1
71 – 80	High	26
61 – 70	Fair	42
41 – 50	Low	22
31 – 40	Very Low	0

Based on the results of initial observations it appears that there are students who are less active in learning activities because they afraid to ask the teacher when there is material they do not understand. In addition, students are also indifferent to the lesson and leave the classroom before the lesson is over. Therefore, to help students increase their learning awareness, group counseling techniques Rational emotive behavior therapy were carried out. After this treatment was carried out, the results of the observations indicated that there were several changes in the experimental group:

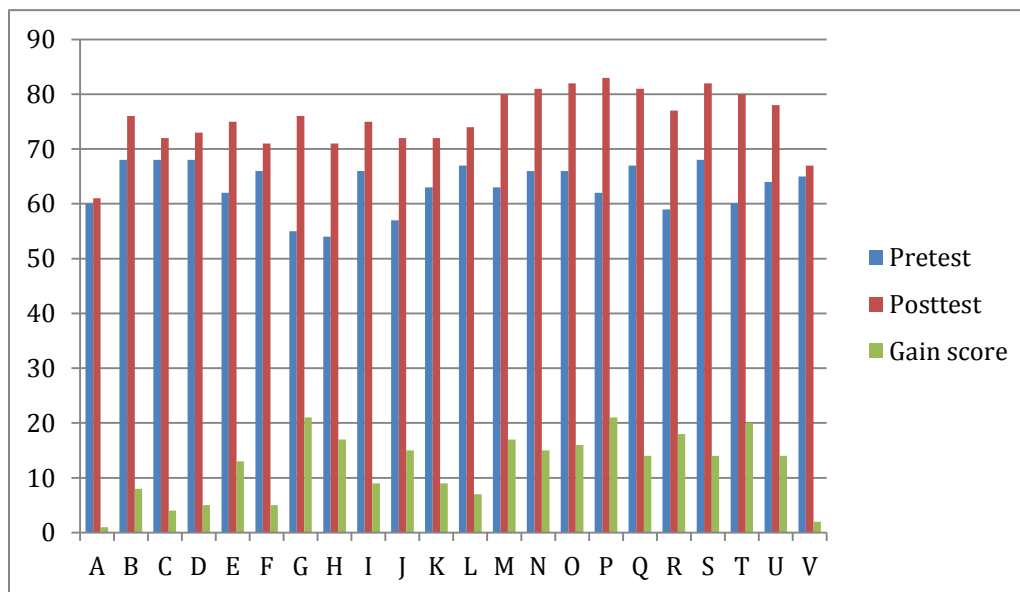
1. Students who initially often left the lesson before the class ended, followed the lesson until it was finished.
2. students who initially were not active in their learning activities became active, not afraid to ask questions when they encountered difficulties during learning. So that they are able to understand the problems presented by their teacher.
3. Students who frequently skip classes become aware and actively attend school.

Based on the results of these observations, it shows that group counseling with the rational emotive behavior therapy technique is influential in increasing students' learning awareness.

Data Description

This research was conducted from May to August 2019. All 30 students of TKJ TKJ SMK Darul Anwar were given a questionnaire about learning awareness. Based on the results of the data analysis, 22 students had low

and moderate learning awareness. The results of the questionnaire analysis are also the students' pretest scores. After determining the students who become the sample, then carry out group counseling using the Rational Emotive Behavior Therapy Technique. Then all students were given a questionnaire about second learning awareness for the posttest score.



Graph Comparison of Pretest and Posttest

From graph 4.1 above, it can be seen that there was an increase in scores from pretest to posttest. That there is an increase in the posttest results. This is evidence that the Rational Emotive Behavior Therapy technique approach can increase learning awareness.

Based on the results of testing the normality of the data distribution of the learning awareness variable, it is observed through the Kolmogorov-Smirnov value as described in the table below . The homogeneity of the distribution data can be seen in the table below .

Table Homogeneity Data Variance

Test of Homogeneity of Variances			
result			
Levene Statistic	df1	df2	Sig.
.691	1	42	.411

ANOVA

result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1596.023	1	1596.023	66.606	.000
Within Groups	1006.409	42	23.962		
Total	2602.432	43			

Guidelines used to determine homogeneity are (1) determine the level of significance ($\alpha = 0.05$), (2) if the significance is $> \alpha$, then the variance of each sample is the same (homogeneous), (3) if the significance obtained is $< \alpha$, then the variance of each sample is not the same (not homogeneous). The output of the SPSS analysis shows that a significant value is found to be 0.411 which is greater than the value of $\alpha 0.05$ ($0.200 > 0.05$). This means that the variance of variable the learning awareness is homogeneous.

Results of Data

Analysis Quantitative data analysis is an analysis based on the quantitative value of the independent variable (Rational Emotive Behavior Therapy) on the dependent variable (learning awareness). Statistically, with correlated data / paired sample t-test, it is intended to determine the effectiveness or influence of the independent variables on the dependent variable seen from the differences between the pretest and the posttest. To facilitate calculations, assisted with the SPSS (Statistical Package for Social Sciences) Program. IMB 21.0 for Windows.

To find out group counseling with the Rational Emotive Behavior Therapy has an effect on increasing the learning awareness of class X TKJ SMK Darul Anwar Singojuruh The

Output of SPSS analysis shows that the average score of the learning awareness questionnaire at pretest is 63.36 and the average score of the learning awareness questionnaire at posttest 75.41. This shows an increase in the average results of the learning awareness questionnaire. Because the score of the results of the learning awareness questionnaire on the posttest was high, the students' learning awareness was increasing. And this shows an increase in learning awareness in the experimental group.

Tabel Paired Samples Statistic Pretest-Posttest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	63.3636	22	4.29336	.91535
posttest	75.4091	22	5.43059	1.15781

Tabel Paired Samples Correlations Pretest-Posttest

Paired Samples Correlations			
	N	Correlation	Sig.
pretest & posttest	22	.210	.349

Tabel Paired Samples Correlations Pretest-Posttest

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	12.04546	6.17582	1.31669	-14.78366	9.30725	9.148	21	.000

Tabel Paired Samples Test Pretest-Posttest

From the table above it is known that $df = 21$ so we get t table 2,080. so if t count = 9.148 compared to t table = 2.080 then t count > t table ($23.493 > 2.080$) means based on decision making H_0 rejected H_a accepted. And if based on the probability value, seen the significance value = 0.000 compared to 0.05, the significance value < 0.05 ($0.000 < 0.05$) means that based on the probability value H_0 is rejected, H_a is accepted. So the conclusion is that group counseling with the Rational Emotive Behavior Therapy technique has an effect on increasing the learning awareness of class XI TKJ students of SMK Darul Anwar Singojuruh.

Discussion

Based on the results of hypothesis testing that have been presented above, it can be seen that hypothesis testing aims to prove "Improving Student Learning Awareness by Using Rational Emotive Behavior Therapy Techniques for the 2019/2020 Academic Year". In analyzing the data obtained during the study, the authors used two statistical analyzes, namely (1) correlated data / paired sample t -test and (2) statistical analysis uncorrelated data / independent sample t -test. Statistical analysis of correlated data / paired sample t -test is intended to determine the effect of the independent variables on the dependent variable seen from the differences between the pretest and the posttest. Meanwhile, the statistical analysis of uncorrelated data / independent sample t -test is intended to compare the means of two groups that are not related to one another, whether the two groups have

the same mean or not significantly, Santoso (2000 p. 94). The output of the SPSS analysis shows that the mean score of the learning awareness questionnaire at pretest is 63.36 and the average score of the learning awareness questionnaire at posttest is 75.41. This shows an increase in the average result of student learning awareness. Obtained by analysis statistical correlated data / paired sample t -test on samples given treatment. obtained t count of 9,148 with $df = 21$ then at the 5% significance level, the t table is 2,080. So if t count = 9.148 compared to t table = 2.080 then t count > t table ($23.493 > 2.080$) then based on decision making H_0 rejected H_a accepted. Thus the results of this study indicate that Group Counseling with the Rational Emotive Behavior Therapy Technique has an effect on improving the learning awareness of class XI TKJ students of SMK Darul Anwar Singojuruh.

Taking into account the results of the analysis above, of course the Rational Emotive Behavior Therapy group counseling model can be one of the most recommended counseling techniques in overcoming problems related to student learning awareness. This is due to a significant increase in the experimental group that was given the group counseling model treatment with the behavioral approach to the Rational Emotive Behavior Therapy technique. Indirectly, this suggests that low students have learning awareness can be increased after a given treatment group counseling model with a behavioral approach Rational Emotive Behavior Therapy technique.

This means that the Rational Emotive Behavior Therapy technique model is influential to be used to increase students' low learning awareness. The results of the hypothesis test analysis are also supported by observations. Based on the results of observations made during the implementation of treatment, it appears that there is a change in behavior in students, this is in accordance with Corey (2010 p. 246) who explains that the goal of REBT is to separate rational beliefs from irrational beliefs, so that clients achieve awareness. So REBT

is a treatment or a process of providing assistance to that person to change irrational beliefs to be rational by showing maladaptive to adaptive behavior. This means that maladaptive habits are weakened and eliminated, then adaptive behavior is generated and reinforced using appropriate techniques. The right technique here is the Rational Emotive Behavior Therapy technique. Thus the technique Rational Emotive Behavior Therapy has an influence on increasing student learning awareness.

CONCLUSION

Based on the results of research data analysis carried out at SMK Darul Anwar Singojuruh, especially in class XI TKJ starting from the preliminary study stage to the implementation of the technique Rational Emotive Behavior Therapy, it can be concluded that is the answer to the problem formulation and proves the initial hypothesis before conducting the research. The conclusion that can be conveyed is that group counseling with a behavioral approach to the technique of Rational Emotive Behavior Therapy has an effect on increasing learning awareness of class XI TKJ students of SMK Darul Anwar in the 2019/2020 Academic Year.

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