

**THE INFLUENCE OF GROUP COUNSELING WITH A RATIONAL  
EMOTIVE BEHAVIORAL THERAPY (REBT) APPROACH ON ENHANCING  
STUDENTS' LEARNING MOTIVATION**

**Dinayanti<sup>1</sup>, Nurussakinah Daulay<sup>2</sup>**

<sup>1</sup> State Islamic University Of North Sumatra, Jl. Lap. Golf No.120, Kp. Tengah, Kec. Pancur Batu, Kabupaten Deli Serdang, Sumatera Utara 20353, North Sumatra, Indonesia,  
[dinayanti0303203118@uinsu.ac.id](mailto:dinayanti0303203118@uinsu.ac.id)

<sup>2</sup> State Islamic University Of North Sumatra, Jl. Lap. Golf No.120, Kp. Tengah, Kec. Pancur Batu, Kabupaten Deli Serdang, Sumatera Utara 20353, North Sumatra, Indonesia,  
[nurussakinah@uinsu.ac.id](mailto:nurussakinah@uinsu.ac.id)

**DOI :** <https://doi.org/10.21107/pamator.v17i3.27416>

Manuscript received 10<sup>th</sup> August 2024, Revised 15<sup>th</sup> August 2024, Published 20<sup>th</sup> September 2024

---

**Abstract**

*A research team at SMP Negeri 17 Medan began observing the desire of ninth-grade students to learn using the Rational Emotive Behavior Therapy (REBT) method. Students from classes IX-A and IX-B, representing a total population of 25, with 8 samples taken from each class, were selected as the sample for this quantitative research study, which employed a Nonequivalent Control Group Design. Tests were used as the instrument in this investigation. Both descriptive and inferential statistics were used to analyze the data. The ninth-grade students at SMP Negeri 17 Medan demonstrated a significant increase in their enthusiasm for learning after receiving Rational Emotive Behavior Therapy (REBT). This is evidenced by the fact that the average learning motivation scores increased after the implementation of the REBT method. Furthermore, the hypothesis test results reinforced these findings by showing that the experimental group had a much higher level of learning motivation compared to the two control groups. Therefore, it is safe to say that REBT was effective. It made students more motivated to learn, more confident, more enthusiastic about tackling difficult tasks, and ultimately more resilient. This indicates that the REBT approach could be a potentially effective strategy for improving the quality of learning and academic achievement of students in the school environment.*

**Keywords:** Group Counseling, Rational Emotive Behavioral Therapy, Learning Motivation

---

© Authors; This is an Open Access Research distributed under the term of the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0) (<https://creativecommons.org/licenses/by-sa/4.0/>) which allows re-distribution and re-use of a licensed work on the conditions that the creator is appropriately credited and that any derivative work is made available under “the same, similar or a compatible license”.

**INTRODUCTION**

The quality of a nation's human resources is largely determined by its education system. As stated in the Constitution, education is an effort to enhance the intellectual life of the nation <sup>1</sup>. A nation's well-being is significantly influenced by education.

---

<sup>1</sup> Abdulrahman M. Al-Zahrani, ‘Enhancing Postgraduate Students’ Learning Outcomes through Flipped Mobile-Based Microlearning’, *Research in Learning Technology*, 32 (2024), doi:10.25304/rlt.v32.3110.

---

Therefore, education requires all involved parties to collaborate effectively, demonstrating a strong sense of responsibility and dedication to raising educational standards. Improving the quality of teaching and student achievement are two key ways to elevate these standards. Learning is not merely an end goal; it is a journey. Learning goes beyond memorization; it also involves experiencing new things. Since learning is more a means to an end than an end in itself, the outcome of education is a change in behavior rather than complete mastery of the content<sup>2</sup>.

The level of success in achieving established educational goals is a necessary criterion for evaluating effective teaching. As mandated by Law Number 20 of 2003 on the National Education System, the objectives of education include developing national character, shaping the character of students, and nurturing their potential to become individuals who are faithful and devout. One of the most crucial aspects of education in this context is the desire to learn. Learning motivation, a psychological drive, encourages individuals to engage in educational activities. Learning motivation is vital because it determines the direction and level of effort students exert in achieving educational goals and sustaining the educational process<sup>3</sup>.

One of the challenges in learning motivation is the phenomenon of disengagement, where students lose interest or involvement in the learning process. Disengagement often occurs when students develop negative perceptions of their academic abilities and success. These negative perceptions can arise from past experiences, interactions with the learning environment, or other personal factors. Therefore, to achieve the national education goals outlined in Law Number 20 of 2003, educational institutions, educators, and parents must collaborate to motivate students to be diligent in their studies. The goal of education is to create productive citizens who contribute to society and their country. One way to achieve this is by focusing on students' learning motivation<sup>4</sup>.

Optimal learning achievement is a reflection of student motivation. Students with high learning motivation tend to be more enthusiastic, diligent, and resilient in facing various obstacles. The learning process and outcomes of students are greatly influenced by their motivation to learn. Students with high motivation are those who have a strong desire to learn, care about the subject matter, and are not afraid to move forward when facing challenges<sup>5</sup>.

---

<sup>2</sup> Rizka Aliya Mitayani and Naufal Ishartono, 'Transformative Pedagogy: Investigating the Impact of Online Jigsaw Model on Motivation and Academic Achievement in High School Mathematics', *INOMATIKA*, 6.1 (2024), doi:10.35438/inomatika.v6i1.421; Jue Yu and others, 'Effects of Scaffolding and Inner Speech on Learning Motivation, Flexible Thinking and Academic Achievement in the Technology-Enhanced Learning Environment', *Learning and Motivation*, 86 (2024), doi:10.1016/j.lmot.2024.101982.

<sup>3</sup> Paula Rodríguez-Rivera and others, 'Transgender and Gender-Diverse (TGD) Training in Social Education Degree: Believing and Creating Play and Narratives for Learning', *Environment and Social Psychology*, 9.2 (2024), doi:10.54517/esp.v9i2.1805.

<sup>4</sup> Irdalisa Irdalisa and others, 'Effectiveness of Project-Based Learning on STEAM-Based Student's Worksheet Analysis With Ecoprint Technique', *International Journal of Educational Methodology*, volume-10-2024.volume-10-issue-1-february-2024 (2024), doi:10.12973/ijem.10.1.923.

<sup>5</sup> Endang Sahari and Ayunis Ayunis, 'Enhancing Students' Motivation and Learning Outcomes in Thematic Learning Using the Discovery Learning Model for Grade V SDN 31 Kinali', *TOFEDU: The Future of Education Journal*, 3.1 (2024), doi:10.61445/tofedu.v3i1.137.

Motivated students often possess an unlimited enthusiasm for learning<sup>6</sup>. The role of the teacher as a motivator and source of inspiration is crucial for students' academic achievement, as it fosters a love for learning and leads to desired learning outcomes<sup>7</sup>. The importance of learning motivation has been proven to enhance self-confidence, improve academic performance<sup>8</sup>, reduce academic stress<sup>9</sup>, and foster effective communication skills, among other benefits, as demonstrated through various studies.

A naturally motivated individual is someone who can channel their internal resources—emotions and reactions—into actions to achieve their goals. In this context, the need for counseling and consultation services is as vital as the need for educational activities. From a broader perspective, school counseling and guidance provide services to all students as they develop as individuals<sup>10</sup>. One type of counseling service that can assist children facing challenges with learning motivation is group therapy. The goal of group therapy is to help individuals change their behavior by applying therapeutic functions within the context of dynamic interpersonal relationships<sup>11</sup>. Additionally, group counseling involves a group activity where members meet with a group facilitator and other group members to discuss their problems and exchange ideas on possible solutions. In providing counseling services, special attention is given to the principle of confidentiality. This principle must be upheld by the counselor and group members to ensure that participants feel self-motivated and not burdened when discussing or revealing personal issues.

According to research by Ozga<sup>12</sup>, the findings indicate that after participating in group therapy sessions based on the Rational Emotive Behavioral Therapy (REBT) method, eleventh-grade students reported a greater desire to learn. The students' average

---

<sup>6</sup> Esin Çetinkaya Uslusoy, Ayse Aydinli, and Faruk Durna, 'Enhancing Learning Motivation and Academic Achievement in Nursing Students through Metaverse-Based Learning: A Randomized Controlled Study', *Japan Journal of Nursing Science*, 21.3 (2024), doi:10.1111/jjns.12594.

<sup>7</sup> Jiun Yu Wu and others, 'Using Learning Analytics with Temporal Modeling to Uncover the Interplay of Before-Class Video Viewing Engagement, Motivation, and Performance in an Active Learning Context', *Computers and Education*, 212 (2024), doi:10.1016/j.compedu.2023.104975.

<sup>8</sup> Fuhai An, Linjin Xi, and Jingyi Yu, 'The Relationship between Technology Acceptance and Self-Regulated Learning: The Mediation Roles of Intrinsic Motivation and Learning Engagement', *Education and Information Technologies*, 29.3 (2024), doi:10.1007/s10639-023-11959-3.

<sup>9</sup> Jie Ying Low, Balamuralithara Balakrishnan, and Mohd Ikhwan Hadi Yaacob, 'Game-Based Learning: Current Practices and Perceptions of Secondary School Physics Teachers in Malaysia', *International Journal of Science, Mathematics and Technology Learning*, 31.1 (2024), doi:10.18848/2327-7971/CGP/v31i01/1-21.

<sup>10</sup> Kaiyang Ma, 'Research on the Problems and Strategies for Enhancing College Students' Learning Motivation in the Era of Big Data', *Lecture Notes in Education Psychology and Public Media*, 34.1 (2024), doi:10.54254/2753-7048/34/20231985.

<sup>11</sup> Joseph Kee Ming Sia and others, 'Do Emojis Really Help Us to Communicate Better? Investigating Instructor Credibility, Students' Learning Motivation, and Performance', *Education and Information Technologies*, 2024, doi:10.1007/s10639-024-12536-y.

<sup>12</sup> Wioletta Karina Ozga, 'The Socio-Cognitive Theory of Personality and Its Clinical Applications', *Humanities & Social Sciences Reviews*, 9.5 (2021), doi:10.18510/hssr.2021.951.

scores significantly increased from 76.22 points to 120 points, according to post-test data. The data was analyzed using IBM SPSS 23. A significance level of 0.008 ( $p < 0.05$ ) and a resulting Z-value of -2.666 were observed, indicating that the findings from the pre- and post-tests differed significantly. Although there was a considerable increase, we cannot conclusively state that group therapy using REBT techniques successfully improved students' learning motivation. This is because the alternative hypothesis ( $H_a$ ) cannot be accepted as the obtained significance value (0.008) is below the set significance threshold (0.05). The study does suggest that students were more motivated to learn after attending group therapy sessions using the REBT strategy, but this alone does not prove the effectiveness of the method. To obtain more robust results, future research should employ a more rigorous methodology and use a sample that is more representative of the population. Additional studies are needed to thoroughly investigate and validate these results, but this research provides insight into the potential of group therapy using REBT techniques to enhance students' enthusiasm for learning.

One approach that has proven effective in overcoming psychological barriers is Rational Emotive Behavior Therapy (REBT). REBT is a counseling technique aimed at changing unhealthy and irrational thought patterns that hinder individuals from achieving their goals. REBT helps people overcome negative emotions and develop more adaptive strategies for dealing with problems by identifying unhealthy thought patterns and transforming them into more rational and constructive ones. However, in an educational setting, applying REBT individually requires significant time and resources, especially when many students need counseling. As a result, group therapy based on REBT offers a viable alternative to traditional methods for enhancing intrinsic motivation to learn. In group settings, students can support each other and learn from each other's experiences as they discuss the challenges they face in maintaining their enthusiasm for learning. Therapists skilled in REBT can help students recognize and replace negative thought patterns with more positive ones, allowing them to regain their enthusiasm for learning. Consequently, it is believed that students' learning motivation will increase, and their ability to maximize their academic and personal potential will be positively impacted by group therapy utilizing REBT techniques<sup>13</sup>.

Wulandari<sup>14</sup> conducted a study on the impact of group counseling on students' motivation to learn and found that students' motivation increased after receiving group therapy. Similarly, Aziz, Yusof, Razak<sup>15</sup> also demonstrated that students were more motivated to learn when they participated in group therapy. According to Opre,

---

<sup>13</sup> 'Clinical Application of Rational-Emotive Health Education for Stress Management in Teachers', *Indian Journal of Public Health Research & Development*, 2021, doi:10.37506/ijphrd.v12i1.13877.

<sup>14</sup> Ratna Juwita Wulandari, 'Rational Emotive Behavior Therapy in Reducing of Bullying Behaviour among Student', *Education and Social Sciences Review*, 2.2 (2021), doi:10.29210/08jces57800.

<sup>15</sup> Abdul Rashid Abdul Aziz Abdul Aziz, Norizan Yusof, and Nor Hamizah Ab Razak, 'Putus Cinta: Aplikasi Terapi Rasional Emotif Tingkah Laku Mendepani Isu Konsep Kendiri Remaja', *Abqari Journal*, 25.2 (2021), doi:10.33102/abqari.vol25no2.458.

Macavei<sup>16</sup>, group counseling services are associated with an increase in students' desire to learn. Another study by Perdana, Basuki, Prawitasari<sup>17</sup> found that students' enthusiasm for learning increased after receiving group counseling services.

Based on the research above, there is a considerable amount of evidence demonstrating the importance of group counseling in enhancing students' learning motivation. However, we did not find any studies that specifically employed the Rational Emotive Behavioral Therapy (REBT) approach in group counseling services. REBT is a counseling approach that helps clients transform irrational attitudes and beliefs into rational ones, assisting them in altering their attitudes, thought patterns, and perceptions so that they can develop and achieve optimal self-actualization<sup>18</sup>.

It is indeed compelling to explore how group therapy using REBT can enhance students' enthusiasm for learning. Given that REBT focuses on identifying and changing irrational thought patterns, it could potentially offer valuable insights into how psychological therapy impacts students' motivation. Further research in this area could provide a deeper understanding of the effects of psychological interventions on learning motivation and help refine strategies for educational improvement<sup>19</sup>.

To explain this, let's briefly review Rational Emotive Behavior Therapy (REBT), the concept of learning motivation, and the value of group therapy in inspiring children to learn. Additionally, we will discuss how this research is relevant to contemporary education and how it could impact school counseling methods.

## RESEARCH METHODS

This study employs a quantitative approach using a nonequivalent group design in a quasi-experimental research setup. Researchers use a quasi-experimental design when they treat the control and experimental groups similarly. The primary goal of this research is to determine the role of the experimental and control groups. To compare values and understand how variables are related, a quasi-experimental approach can be utilized. This method meets several criteria, including:

1. The selection of groups for the research subjects is not random.
2. There is testing of research subjects under various conditions and methods.

---

<sup>16</sup> Adrian Opre and Bianca Macavei, 'Including Religion in Rational-Emotive Behavior Counseling', in *Counseling and Therapy - Recent Developments in Theories and Practices*, 2022, doi:10.5772/intechopen.104980.

<sup>17</sup> Risky Kurnia Perdana, Agus Basuki, and Intan Prawitasari, 'Alternative Counselling Interventions in Improving Self-Esteem of Students' Subjective Well Being: A Literature Review', *AL-ISHLAH: Jurnal Pendidikan*, 14.4 (2022), doi:10.35445/alishlah.v14i4.1696.

<sup>18</sup> Nneka Vera Ogakwu and others, 'Occupational Health Coaching for Job Stress Management among Technical College Teachers: Implications for Educational Administrators', *Medicine (United States)*, 102.1 (2023), doi:10.1097/MD.00000000000032463.

<sup>19</sup> Elena Mirela Samfira and Florin Alin Sava, 'The Effectiveness of a Rational-Emotive Intervention on Teachers' Unconditional Self-Acceptance, Perfectionism, and Pupil Control Ideology', *Frontiers in Psychology*, 14 (2023), doi:10.3389/fpsyg.2023.1240269.

3. The use of multiple methods where the outcomes involve comparisons between the control group and the experimental group.

A questionnaire is used to collect data. A survey is the type of questionnaire employed by researchers to obtain information from individuals by asking them to answer questions and express their thoughts. The data collection process involves the direct distribution of printed surveys. To identify students with low self-efficacy in learning, either personal or confidential questionnaires are used. In this study, a learning motivation questionnaire is employed. At this stage, the research team offers the experimental group therapy sessions. The design compares the experimental group with the control group and uses a non-random selection process for group placement. A post-test is administered to both groups to compare the experimental group with the control group. A total of four sessions using Rational Emotive Behavior Therapy (REBT) will be conducted. To compare the final scores with the following model, a post-treatment questionnaire will be administered.

**Table 1. Pola Non-equivalent Control Group Design**

Exsperiment	O1	X	O2
Control	O3		O4

Table Description:

O1,O3 = Pretest

O2,O4 = Posttest

The population for this study consists of 50 students from SMP Negeri 17 Medan, including 8 students as controls and 8 students as experiment subjects. According to Srinivasulu, Sugumar, Mathivanan<sup>20</sup>, purposive sampling is a method of selecting samples based on specific characteristics. This sampling strategy is used to determine the samples to be studied.

In this study, the research instrument used is a questionnaire. The research questionnaire was distributed to students to measure their learning motivation. After the samples were analyzed, the data were divided into two groups. One group received the control questionnaire before the REBT-based group counseling service was provided. The other group received the experimental questionnaire after the counseling service was provided.

In this study, the researcher employs a learning motivation scale and other Likert scale instruments to compile the research results. Positive or negative phrases are used to measure students' views and reactions using the Likert scale. The Independent Sample t-Test, facilitated by SPSS 20, is the chosen method for data analysis. Several tests are required before the hypothesis testing. The researcher relies on normality and homogeneity tests in the statistical analysis. Meanwhile, the Independent Sample t-Test is used to examine the hypothesis.

---

<sup>20</sup> R. Srinivasulu, S.N. Sugumar, Vasuki Mathivanan, 'Impact of Obsessive- Compulsive Disorder in Term of Rational Emotive Behaviour Therapy (REBT) on Economic Wellbeing of Tribal Women at Kodaikanal Hills', *Proceeding International Conference on Science and Engineering*, 11.1 (2023), doi:10.52783/cienceng.v11i1.109.

## RESULT AND DISCUSSION

The researchers' responses are presented in the following table as positive and negative statements; this is an example of a Likert scale, a measurement tool for students' attitudes and reactions:

**Table 2. Likert Scale Values**

Scale	Description	Favourable	Un-Favourable
StA	Strongly Agree	5	1
A	Agree	4	2
SwA	Somewhat Agree	3	3
DA	Disagree	2	4
StDA	Strongly Disagree	1	5

**Source:** Researcher data

Using the data in the table below, we can determine the following criteria for evaluating intrinsic learning motivation:

**Table 3. Criteria for Assessing Learning Motivation**

Category	Interval	Frequency	%
Very High	>85	3	19
High	81-84	3	19
Moderate	77-80	3	19
Low	<76	7	44
<b>Total</b>		<b>16</b>	<b>100</b>

**Source:** Researcher data

Determining how motivated students are to learn in both groups is the primary goal of the first trial. The table below compares the levels of intrinsic motivation to learn between the experimental and control groups:

**Table 4. Distribution of Student Learning Motivation Scores in Experimental and Control Groups**

No	Experimental Group			Control Group		
	Respondent	Score	Category	Respondent	Score	Category
1	MF	81	Hihg	Ky	62	Low
2	Fz	83	Hihg	MH	70	Low
3	NM	90	Very High	AM	71	Low
4	Fzr	83	Hihg	DS	70	Low
5	Bm	80	Moderate	NI	58	Low
6	RD	94	Very High	N	75	Low
7	AA	90	Very High	AM	75	Low
8	MR	80	Moderate	AR	77	Moderate
<b>Total</b>		<b>681</b>			<b>559</b>	
<b>Average</b>		<b>85</b>	<b>Very Hihg</b>		<b>70</b>	<b>Low</b>

**Source:** Researcher data

Students in the control group have an average learning motivation score of 70 (very low), while students in the experimental group have an average score of 85 (very high), as shown in Table 4 above. The scores of these two groups differ significantly in this important variable.

Below are the results of reliability, normality, homogeneity, and independent sample t-tests administered to the experimental and control groups after collecting the students' learning motivation scores:

### Reliability Test

The stability of a measurement tool is determined by its reliability; a reliable tool will consistently provide accurate readings. In this study, the researchers used Cronbach's Alpha to assess reliability. A measurement tool is considered reliable if the Cronbach's Alpha value is greater than 0.60. Table 5 presents the results of the reliability test.

**Table 5. Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
,802	60

**Source:** Researcher data

Based on Table 5, the reliability test was conducted on 60 statement items. All statements have a Cronbach's Alpha value of 0.802, which is greater than the significance level of 0.05, thus indicating that they are valid and significant.

### Normality Test

By using the normality test, we can determine whether the data from the control and experimental groups follow a normal distribution. The normality test was conducted using IBM SPSS Statistics 20 for Windows. Shapiro-Wilk was used as the normality test in this study. If the obtained significance is greater than 0.05, the data is considered to follow a normal distribution. Conversely, if the significance is less than 0.05, the data is considered not to follow a normal distribution. Table 6 presents the results of the normality test for the data.

**Table 6. Results of the Normality Test for Control and Experimental Group Data**

Group	Tests of Normality			
	Shapiro-Wilk	Statistic	df	Sig.
Results for learning motivation	Experimental Group	,852	8	,232
	Control Group	,890	8	,099

**Source:** Researcher data

The Shapiro-Wilk test results for learning motivation in the control and experimental groups indicate that the data follow a normal distribution, as shown in Table 6. The data



is regularly distributed, as evidenced by the normality test results, which show a significance value of 0.099 for the experimental group and a significance value of 0.232 for the control group, suggesting that the data are normally distributed.

### Homogeneity Test

After completing the normality test, inferential statistical analysis shifts to the homogeneity test, which aims to ensure whether the variances of the two groups are equal. This test was conducted using IBM SPSS Statistics 20 for Windows. If the significance value is greater than 0.05, the sample variances are considered homogeneous. Table 7 presents the results of the homogeneity test:

**Table 7. Results of the Homogeneity Test for Control and Experimental Group Data**

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
<b>Results for learning motivation</b>	Based on Mean	,018	1	14	,895
	Based on Median	,093	1	14	,765
	Based on Median and with adjusted df	,093	1	14	,765
	Based on trimmed mean	,007	1	14	,933

**Source:** Researcher data

Based on Table 7, the data from the control and experimental groups have the same variance, indicating that the data are homogeneous. The homogeneity test confirms this; with a significance level greater than 0.05, it can be stated that the data collected on learning motivation are consistent with each other.

### Independent Samples T-Test

Hypothesis testing was conducted using the Independent Samples T-Test, which is part of IBM SPSS Statistics 20 for Windows, based on the normality test results. The students of SMP Negeri 17 Medan in Grade IX will be evaluated on the use of Rational Emotive Behavior Therapy (REBT) using the Independent Samples T-Test. Tables 8 and 9 show the results of the Independent Samples T-Test calculations and the comparison of scores between the control and experimental groups.

**Table 8. Independent Samples T-Test**

		<b>Levene's Test for Equality of Variances</b>	
		F	Sig. (2 tailed)
<b>Results for learning motivation</b>	Equal variances assumed	.018	,000
	Equal variances not assumed		

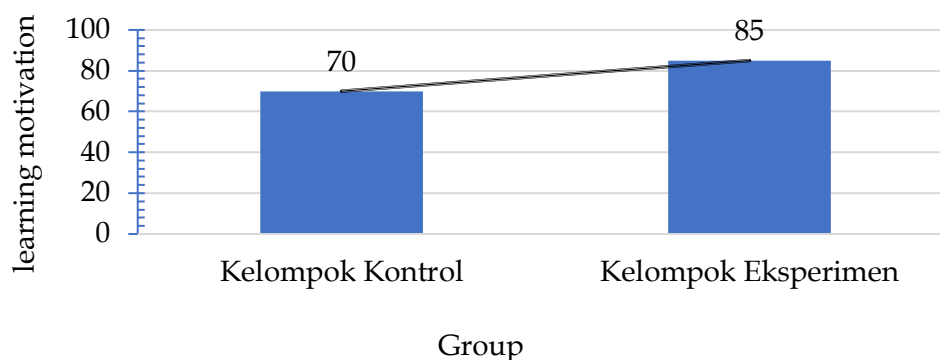
**Source:** Researcher data

**Table 9. Comparison of Scores Between Control and Experimental Groups**

Group Statistics			
Group		N	Mean
<b>Results for learning motivation</b>	Experimental Group	8	70
	Control Group	8	85

*Source: Researcher data*

The average scores for the experimental and control groups based on the study are presented in the following diagram:



**Figure 1.** Diagram of Average Learning Motivation Scores for Control and Experimental Groups

Figure 1 shows that, compared to the experimental group, the control group has an average learning motivation score of 70, whereas the experimental group has an average score of 85. This is consistent with the hypothesis test results conducted using SPSS 20 for Windows. In the data analysis using SPSS 20 for Windows, the acceptance of the alternative hypothesis ( $H_a$ ) is determined if the significance value (Sig.) is less than 0.05. Based on Table 8, the statistical analysis results (Sig.  $0.00 < 0.05$ ) indicate that the Rational Emotive Behavior Therapy (REBT) strategy has an impact on improving learning motivation among Grade IX students at SMP Negeri 17 Medan.

## DISCUSSION

Grade IX students at SMP Negeri 17 Medan served as the control group, which did not participate in the study, while Grade IX B acted as the experimental group using the Rational Emotive Behavior Therapy (REBT) method. By comparing the experimental group with the control group, this study aimed to identify the factors that motivate students to learn. The testing tools functioned as measurement instruments in this investigation. Normality tests were conducted on the test instruments before their use. Initially, the instrument was a questionnaire consisting of 60 questions administered to both the control and experimental groups. The collected data followed a normal distribution.

Grade IX students at SMP Negeri 17 Medan showed significantly better average results in skills assessment when using the Rational Emotive Behavior Therapy (REBT) method compared to the control group (those who did not receive therapy). The average learning motivation score for the control group was 70, while the average for the experimental group was 85. The students' skill results were found to follow a normal

distribution at a 95% significance level ( $\alpha = 0.05$ ) based on the normality test. An independent sample t-test was then conducted, yielding a significance value of 0.00, which is less than 0.05. Thus, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. This indicates that the Rational Emotive Behavior Therapy (REBT) approach significantly impacts the improvement of learning motivation outcomes for Grade IX students at SMP Negeri 17 Medan.

From the above explanation, it is evident that the learning motivation results through Rational Emotive Behavior Therapy (REBT) differ from those of the control group and the group without intervention. The fundamental principle of Rational Emotive Behavior Therapy (REBT) is that humans are complex beings, whose actions are influenced by their internal and emotional states.

Consistent with Harlina, Netrawati, Ardi<sup>21</sup>, Rational Emotive Behavior Therapy (REBT) is a method aimed at retraining clients to recognize when their thoughts lead to emotional disturbances, encourage them to abandon irrational thoughts, and help them anticipate both positive and negative outcomes of their actions. The primary goal of Rational Emotive Behavior Therapy (REBT) is to assist clients in accepting the reality that they can lead a more rational and fulfilling life. According to the research findings, students who already possess a high level of intrinsic motivation for learning may benefit more from REBT. Consistent with previous research, these findings support the notion that REBT can aid in enhancing intrinsic motivation and removing external barriers to learning. After REBT, the treatment group showed a significant increase in their motivation. These results suggest that REBT improves students' self-esteem, sense of achievement, and enthusiasm for learning.

Learning motivation also increased significantly in the treatment group following REBT. Such evidence indicates that REBT makes a difference by helping students value learning more, thrive when facing challenges, and persevere through difficult times. No noticeable change was observed in the control group's desire to learn. This suggests that the increase in learning motivation in the treatment group is at least partially attributable to the REBT therapy. Grade XI students at MA Ma'arif 06 Pasir Sakti, East Lampung, demonstrated higher levels of learning motivation after participating in group therapy sessions using REBT techniques<sup>22</sup>. These findings suggest that REBT has the potential to enhance students' self-esteem, sense of achievement, and enthusiasm for learning.

Motivating students at MA Ma'arif 06 Pasir Sakti, East Lampung, to engage more in learning may be as straightforward as implementing a group REBT therapy program. Research conducted by García-Castañón<sup>23</sup> found that students' enthusiasm for learning

---

<sup>21</sup> Desi Harlina, Netrawati Netrawati, and Zadrian Ardi, 'Implementasi Konseling Rational Emotive Behavioral Therapy (REBT) Untuk Mengatasi Trauma Pada Korban Bullying', *Prophetic : Professional, Empathy, Islamic Counseling Journal*, 6.2 (2024), doi:10.24235/prophetic.v6i2.16660.

<sup>22</sup> Stephen Iro Uwakwe and others, 'Efficacy of Rational Emotive Behavior Therapy for the Improvement of Knowledge and Risk Perception of Hypertension among University Lecturers in South East Nigeria: REBT for University Lecturers' Hypertension Improvement', *Medicine (United States)*, 102.6 (2023), doi:10.1097/MD.0000000000032171.

<sup>23</sup> Victor Hugo García-Castañón, 'Contribution of Neuroeducation in the Degree in Physiotherapy of the American University of Puebla, Mexico', *International Journal of Research Publication and Reviews*, 4.3 (2023), doi:10.55248/gengpi.2023.4.33233.

increased when they participated in group counseling sessions using REBT. These findings suggest that REBT has the potential to enhance students' self-esteem, sense of achievement, and learning motivation. Students at SMAN 1 Pakong in Pamekasan Regency could benefit from group REBT therapy sessions as an intervention to boost their desire to learn.

## CONCLUSION

The conclusion of this study is that Grade 9 students at SMP Negeri 17 Medan can derive significant benefits from the Rational Emotive Behavior Therapy (REBT) method in terms of their learning motivation. The fact that the average learning motivation scores increased following the application of REBT supports this conclusion. Furthermore, the hypothesis test findings reinforce this by showing that the experimental group had a much higher level of learning motivation compared to both control groups. Therefore, it is safe to say that REBT has been effective. REBT has made students more motivated to learn, more confident, more enthusiastic about tackling challenging tasks, and ultimately more resilient. This indicates that REBT can be a valuable tool for enhancing students' educational experiences and their performance in the classroom.

## ACKNOWLEDGMENTS

Before this manuscript can be published, the author wishes to express gratitude to all those who contributed to the completion of this research. The author extends sincere thanks to the Chair and the Supervisory Team at the State Islamic University of North Sumatra for the opportunity provided. We also express our appreciation to the administration and teaching staff at SMP Negeri 17 Medan for their approval of this research. Special thanks are due to the homeroom teacher of Grade IX at SMP Negeri 17 Medan for their invaluable assistance in completing this research and for their insightful observations. Our thanks go to all members of the research team and the students who assisted in data collection.

## BIBLIOGRAPHY

- Abdul Aziz, Abdul Rashid Abdul Aziz, Norizan Yusof, and Nor Hamizah Ab Razak, 'Putus Cinta: Aplikasi Terapi Rasional Emotif Tingkah Laku Mendepani Isu Konsep Kendiri Remaja', *Abqari Journal*, 25.2 (2021), doi:10.33102/abqari.vol25no2.458
- Al-Zahrani, Abdulrahman M., 'Enhancing Postgraduate Students' Learning Outcomes through Flipped Mobile-Based Microlearning', *Research in Learning Technology*, 32 (2024), doi:10.25304/rlt.v32.3110
- An, Fuhai, Linjin Xi, and Jingyi Yu, 'The Relationship between Technology Acceptance and Self-Regulated Learning: The Mediation Roles of Intrinsic Motivation and Learning Engagement', *Education and Information Technologies*, 29.3 (2024), doi:10.1007/s10639-023-11959-3
- Çetinkaya Uslusoy, Esin, Ayse Aydinli, and Faruk Durna, 'Enhancing Learning Motivation and Academic Achievement in Nursing Students through Metaverse-Based Learning: A Randomized Controlled Study', *Japan Journal of Nursing Science*, 21.3 (2024), doi:10.1111/jjns.12594

- ‘Clinical Application of Rational-Emotive Health Education for Stress Management in Teachers’, *Indian Journal of Public Health Research & Development*, 2021, doi:10.37506/ijphrd.v12i1.13877
- García-Castañón, Victor Hugo, ‘Contribution of Neuroeducation in the Degree in Physiotherapy of the American University of Puebla, Mexico’, *International Journal of Research Publication and Reviews*, 4.3 (2023), doi:10.55248/gengpi.2023.4.33233
- Harlina, Desi, Netrawati Netrawati, and Zadrian Ardi, ‘Implementasi Konseling Rational Emotive Behavioral Therapy (REBT) Untuk Mengatasi Trauma Pada Korban Bullying’, *Prophetic: Professional, Empathy, Islamic Counseling Journal*, 6.2 (2024), doi:10.24235/prophetic.v6i2.16660
- Irdalisa, Irdalisa, Zulherman Zulherman, Mega Elvianasti, Sri Adi Widodo, and Erlia Hanum, ‘Effectiveness of Project-Based Learning on STEAM-Based Student’s Worksheet Analysis With Ecoprint Technique’, *International Journal of Educational Methodology*, volume-10-2024.volume-10-issue-1-february-2024 (2024), doi:10.12973/ijem.10.1.923
- Low, Jie Ying, Balamuralithara Balakrishnan, and Mohd Ikhwan Hadi Yaacob, ‘Game-Based Learning: Current Practices and Perceptions of Secondary School Physics Teachers in Malaysia’, *International Journal of Science, Mathematics and Technology Learning*, 31.1 (2024), doi:10.18848/2327-7971/CGP/v31i01/1-21
- Ma, Kaiyang, ‘Research on the Problems and Strategies for Enhancing College Students’ Learning Motivation in the Era of Big Data’, *Lecture Notes in Education Psychology and Public Media*, 34.1 (2024), doi:10.54254/2753-7048/34/20231985
- Mitayani, Rizka Aliya, and Naufal Ishartono, ‘Transformative Pedagogy: Investigating the Impact of Online Jigsaw Model on Motivation and Academic Achievement in High School Mathematics’, *INOMATIKA*, 6.1 (2024), doi:10.35438/inomatika.v6i1.421
- Ogakwu, Nneka Vera, Moses Onyemaechi Ede, Ifeyinwa Manafa, Kelechi Ruth Ede, Faith Omeke, Patricia U. Agu, and others, ‘Occupational Health Coaching for Job Stress Management among Technical College Teachers: Implications for Educational Administrators’, *Medicine (United States)*, 102.1 (2023), doi:10.1097/MD.00000000000032463
- Opre, Adrian, and Bianca Macavei, ‘Including Religion in Rational-Emotive Behavior Counseling’, in *Counseling and Therapy - Recent Developments in Theories and Practices*, 2022, doi:10.5772/intechopen.104980
- Ozga, Wioletta Karina, ‘The Socio-Cognitive Theory of Personality and Its Clinical Applications’, *Humanities & Social Sciences Reviews*, 9.5 (2021), doi:10.18510/hssr.2021.951
- Perdana, Risky Kurnia, Agus Basuki, and Intan Prawitasari, ‘Alternative Counselling Interventions in Improving Self-Esteem of Students’ Subjective Well Being: A Literature Review’, *AL-ISHLAH: Jurnal Pendidikan*, 14.4 (2022), doi:10.35445/alishlah.v14i4.1696
- R. Srinivasulu, S.N. Sugumar, Vasuki Mathivanan, ‘Impact of Obsessive- Compulsive Disorder in Term of Rational Emotive Behaviour Therapy (REBT) on Economic

- 
- Wellbeing of Tribal Women at Kodaikanal Hills’, *Proceeding International Conference on Science and Engineering*, 11.1 (2023), doi:10.52783/cienceng.v11i1.109
- Rodríguez-Rivera, Paula, Ana Manzano-León, Rubén Camacho-Sánchez, María Dolores Dapía Conde, and José M. Rodríguez-Ferrer, ‘Transgender and Gender-Diverse (TGD) Training in Social Education Degree: Believing and Creating Play and Narratives for Learning’, *Environment and Social Psychology*, 9.2 (2024), doi:10.54517/esp.v9i2.1805
- Sahari, Endang, and Ayunis Ayunis, ‘Enhancing Students’ Motivation and Learning Outcomes in Thematic Learning Using the Discovery Learning Model for Grade V SDN 31 Kinali’, *TOFEDU: The Future of Education Journal*, 3.1 (2024), doi:10.61445/tofedu.v3i1.137
- Samfira, Elena Mirela, and Florin Alin Sava, ‘The Effectiveness of a Rational-Emotive Intervention on Teachers’ Unconditional Self-Acceptance, Perfectionism, and Pupil Control Ideology’, *Frontiers in Psychology*, 14 (2023), doi:10.3389/fpsyg.2023.1240269
- Sia, Joseph Kee Ming, Ivy S.H. Hii, Ling Jong, and Wai Wah Low, ‘Do Emojis Really Help Us to Communicate Better? Investigating Instructor Credibility, Students’ Learning Motivation, and Performance’, *Education and Information Technologies*, 2024, doi:10.1007/s10639-024-12536-y
- Uwakwe, Stephen Iro, Chinedozie Uwakwe, Nathaniel Ifeanyi Edeh, Chukwuemeka Joseph Chukwu, Chinwe Enyi, Chidera Irouwakwe, and others, ‘Efficacy of Rational Emotive Behavior Therapy for the Improvement of Knowledge and Risk Perception of Hypertension among University Lecturers in South East Nigeria: REBT for University Lecturers’ Hypertension Improvement’, *Medicine (United States)*, 102.6 (2023), doi:10.1097/MD.00000000000032171
- Wu, Jiun Yu, Chen Hsuan Liao, Chin Chung Tsai, and Oi Man Kwok, ‘Using Learning Analytics with Temporal Modeling to Uncover the Interplay of Before-Class Video Viewing Engagement, Motivation, and Performance in an Active Learning Context’, *Computers and Education*, 212 (2024), doi:10.1016/j.compedu.2023.104975
- Wulandari, Ratna Juwita, ‘Rational Emotive Behavior Therapy in Reducing of Bullying Behaviour among Student’, *Education and Social Sciences Review*, 2.2 (2021), doi:10.29210/08jces57800
- Yu, Jue, Hoisoo Kim, Xiaoli Zheng, Zihan Li, and Zhu Xiangxiang, ‘Effects of Scaffolding and Inner Speech on Learning Motivation, Flexible Thinking and Academic Achievement in the Technology-Enhanced Learning Environment’, *Learning and Motivation*, 86 (2024), doi:10.1016/j.lmot.2024.101982