

RATIONAL EMOTIVE BEHAVIOR THERAPY TO REDUCE OVERTHINKING WHEN DEALING WITH THE FINAL SEMESTER ASSESSMENT OF CLASS X SMA NU 1 HASYIM ASY'ARI TARUB

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Abstract

Overthinking is an attitude of thinking about a problem that has happened, is happening, or hasn't happened continuously so that it has an impact on a person's psyche and physique, with the group guidance treatment a rational emotive behavior therapy approach is expected to reduce the level of overthinking. The purpose of this study was to find out rational emotive behavior therapy can reduce overthinking when facing the end of semester judgment. In this study, the research population used at SMA NU 01 Hasyim Asy'ari Tarub, especially in class X, consisted of 62 students. In taking the sample in this study, namely the purposive sampling technique, and the sample used in this study amounted to 8 people, who had the highest withdrawal rate. And the analysis used is regression analysis to find out the effect between the x and y variables. The results of this study show that the regression test obtained a significance value of $0.003 < 0.05$ so that it can be interpreted that rational emotive behavior therapy (X) can reduce the end of excessive thinking when facing semester judgment (PAS) for class X students of SMA Hasyim Asy'ari Tarub.

Keyword: rational emotive behavior therapy, overthinking, end of semester assessment

1 INTRODUCTION

Every human being needs education because every individual cannot be separated from education in his daily life. Education is very important as a potential for self-development in order to be able to become a person who is useful for oneself or useful for others. Through education, individuals can develop their potential as high as possible both in terms of intellectual, emotional, social and physical aspects in accordance with the stage of development and the wishes of each individual. In the process of education there are learning activities which are the main activities because it is said that the success or failure of achieving these educational goals depends on the learning process carried out by students at school.

In learning activities at school, the teacher to find out how far the ability of students in mastering a subject matter that has been taught by giving exam questions. The exam is a step given by the teacher in measuring and giving an assessment after learning, which is given in terms of questions and orders that students must work on, so as to obtain the results of the achievement scores obtained by students. With these results it can also be measured by the values obtained by other students or by comparing the values of a certain standard (Rahma & Juhriah, 2022: 1). Exams are often seen by students as the main cause of stress in educational activities due to the pressure within them to be able to work on exam questions in a relatively short time and on time. Things that are considered as determining the results of academic achievement are actually seen as obstacles in dealing with the educational process at school (Hamdani, et al (2020).

One of the attitudes of worry or excessive thinking experienced by students is when they are going to face the final semester assessment exam, this activity is to integrate learning progress after carrying out learning process activities, with that the teacher can determine the results of student learning scores after the learning process and carry out improvements so that they can take part in learning in the following semester (Ministry of Education and Culture in Sopiah, et al (2019: 114)). The attitude of overthinking when facing the end of semester assessment experienced by students at the school is quite high, this attitude is usually called overthinking.

Overthinking is a habit of someone who thinks too much about something and does it continuously. Usually someone will think about things that have happened, haven't happened or what is feared will

happen (Karimah, 2021). In line with this (Perangin-angin et al., 2023) says overthinking is a condition where a person is immersed in thoughts that produce feelings of anxiety and worry. Thinking too much about this can drain energy and time and bring the sufferer to an unproductive state. This statement can be interpreted that someone who is in a state of overthinking or thoughts that cause feelings of anxiety and worry can drain energy and time and bring sufferers to unproductive conditions. So it can be concluded that overthinking is an attitude of thinking about a problem that has happened, is happening, or has not happened continuously so that it has an impact on one's soul and physique.

Adolescence is the period that experiences the most overthinking because it is a transitional period so that changes occur within both the physical, emotional and cognitive aspects (Alkino et al., 2021). Factors that can affect overthinking during exams include the attitude of the exam supervisor, the atmosphere of the exam room, the learning system of students who do the speeding system last night and internal feelings that are felt such as feeling worried in the exam process or feeling unsure about being able to do the exam questions (Yang et al. al., in Suyanto & Isrovianingrum 2018: 98). In addition, there are two symptoms that a person experiences overthinking, namely physical symptoms, such as a person will experience palpitations, excessive sweating, tense facial expressions, continuous urination, difficulty concentrating, hands often sweating, indigestion, palpitations. And the symptoms are psychological: feeling excessive fear, chaotic thoughts and stress (Wood in Mukholil, 2018:3).

From the results of distributing the questionnaire in class X SMA NU 01 Hasyim Asy'ari Tarub there were 62 and the results obtained were 62 students who experienced overthinking when facing the final semester assessment. In addition, the researcher conducted interviews with several class X students who said that overthinking increased when you are about to face an exam, it is caused by studying on a speeding system last night by studying all the subjects that will be tested the next day. This overthinking attitude can interfere with the learning performance of students at school, students who have poor performance will be seen from their attitude that easily gives up and despair in facing challenges and difficulties compared to their peers who have good performance. The performance of students can be shown from the difficulties in the learning process, the difficulty in transferring the knowledge they have and the difficulty in applying knowledge in exams. According to Sugiarto & Hendriana (2020: 51) the danger of overthinking when facing student exams can make it difficult to concentrate in the learning process, especially the lessons being tested and most seriously students tend to be lazy to go to school.

Overthinking is not a problem that cannot be simply ignored, the problem of overthinking currently experienced by students will have an impact on the present and the future. The researcher considers it important to do this research, otherwise the problem of overthinking that students are currently experiencing will continue to increase and have an impact on others. In counseling guidance, students are considered problematic when they cannot live an effective daily life, such as the problem of overthinking that occurs in current students which has a very negative impact, there are several alternatives for providing assistance that counselors can do to help students who experience problems this is one of them with group guidance services. This service is to provide assistance (guidance) to someone in the form of a group. In this activity there are activities, dynamics and group goals to be achieved by all group participants. In addition, this service discusses various topics that are useful for developing and solving group member problems (Tohirin in Lubis et al., 2018: 46).

In the service process to make it easier for counselors to achieve the goals to be achieved, it is necessary to have an approach that is most suitable for this problem, namely rational emotive behavior therapy. This approach invites a person to change someone's illogical way of thinking, views and beliefs to become more logical (rational), after that a person can develop himself more optimally (Faizah, 2018: 50). In addition, this approach improves and changes the counselee's irrational and illogical attitudes, thoughts, beliefs, and perceptions so that the counselee is able to understand, develop, and actualize himself optimally (Sakinah, 2019: 89). There are 3 stages that must be carried out by counselors and counsees in the counseling process using a rational emotive behavior therapy approach, namely: The first stage, the counselor pays attention to the counselee's irrational thoughts and provides an understanding of the counselee why thoughts can be irrational. The second stage, convincing the counselee that the irrational thoughts they experience can be challenged and changed. At this stage the counselee develops ideas so that they can determine which ones are more logical. The last stage, the counselee is assisted by the counselor to continue to develop rational thoughts so that they do not experience problems caused by irrational thinking (Siahaan, 2020).

Based on the background above, the researcher will conduct research with the title "Rational Emotive Behavior Therapy to reduce overthinking when facing the end of semester assessment in class X students of SMA NU 01 Hasyim Asy'ari Tarub"

2 METHODOLOGY

In this study using a quantitative approach, according to Creswell (2016: 71-72) reveals quantitative research is a set of interconnected constructs (variables), associated with hypotheses that specify between variables. The type of research used is causal to find a causal relationship between two variables. There are two variables used in this study, namely the independent variable, namely rational emotive behavior therapy and the dependent variable, namely overthinking. The population that the researcher will use is class X students of SMA NU 01 Hasyim Asy'ari Tarub which consists of 3 classes with 62 participants.

The sampling technique used is a purposive sampling technique, meaning that the sampling technique is based on certain considerations or meets the requested criteria. In this study, the criteria for the sample chosen were students who had a high level of overthinking, there were 54 students in the medium category and 8 students in the high category. Then the sample that will be used by researchers is the high category consisting of 8 students spread across various classes.

Data collection techniques used were observation, questionnaires, interviews, psychological scales, and documentation, and data analysis used was regression analysis to determine the effect of rational emotive behavior therapy on reducing overthinking.

3 RESULTS

3.1 Rational Emotive Behaviour Therapy Result

The results of rational emotive behavior therapy are those that discuss group guidance services using the rational emotive behavior therapy approach that is obtained after the service activities. From the results of the psychology scale of students at SMA NU 01 Hasyim Asy'ari Tarub regarding the REBT approach group guidance service process, it was found that there were 8 students in the good category, able to understand each process of service procedures and able to understand the material discussed in the service activities.

3.2 Overthinking Results

The result of overthinking is the result of the level of overthinking obtained after providing group guidance services using a rational emotive behavior therapy approach. Which of the 8 SMA NU 01 Hasyim Asy'ari Tarub students were previously in the high category and after being given services became the medium category.

3.3 Prerequisite Test Results

Before testing the hypothesis, first do a prerequisite test. The prerequisite test is the normality test. The normality test is used to determine whether the sample used is normally distributed. In the sample normality test, the results are obtained in the following table

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
REBT	0.191	8	.200*	0.959	8	0.804
Overthinking	0.216	8	.200*	0.896	8	0.263

Decision Criteria:

- 1) The sig value <0.05, the results are not normally distributed
- 2) The sig value > 0.05 results are normally distributed

The normality test that has been carried out by researchers can obtain a REBT significance value of 0.804 > 0.05 and an Overthinking significance of 0.263 > 0.05 so it can be concluded that the normality test is normally distributed.

3.4 Hypothesis Testing Results

In this study the regression analysis used is simple linear regression, because it is to determine the effect between the independent and dependent variables.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.258	1	106.258	22.981	.003 ^b
	Residual	27.742	6	4.624		
	Total	134.000	7			

Then the decision-making criteria in the simple linear regression test refer to two things, namely:

1. The sig value <0.05 so that the x variable affects the y variable
2. Value > 0.05 so that the x variable has no effect on the y variable

From the table above, it can be seen that the sig value is 0.003 <0.05 so that the researcher concludes that rational emotive behavior therapy (x) can reduce overthinking when facing the end of semester assessment (PAS) of class X students of SMA Hasyim Asy'ari Tarub.

irrational thinking individuals cannot maintain themselves properly, cannot actualize themselves and are more likely to have negative emotions. negative and displayed negative behavior (Yanti & Saputra, 2018: 255). Therefore, with the group guidance treatment with a rational emotive behavior therapy approach, it is expected that the level of overthinking when facing the final semester assessment experienced by SMA NU 01 Hasyim Asy'ari Tarub students, especially in class X, can decrease. From the results obtained regarding the problem of overthinking when facing the end of semester assessment at SMA NU 01 Hasyim Asy'ari Tarub, especially in class X, the following data can be analyzed: first, the results of Rational emotive behavior therapy: from the results of the psychology scale of students at SMA NU 01 Hasyim Asy'ari Tarub regarding the REBT approach group guidance service process, it was found that there were 8 students in the good category, able to understand each process of service procedures and able to understand the material discussed in the service activities. Second, the results of overthinking: the results of the level of overthinking obtained after providing group guidance services using a rational emotive behavior therapy approach, of which 8 students from SMA NU 01 Hasyim Asy'ari Tarub were previously in the high category and after being given services became a medium category. Third, the results of the regression test obtained a significance value of 0.003 <0.05 so that it can be concluded that rational emotive behavior therapy (X) can reduce overthinking when facing the end of semester assessment (PAS) of class X students of SMA Hasyim Asy'ari Tarub.

4 CONCLUSIONS

Overthinking is the attitude of thinking about a problem that has happened, is happening, or hasn't happened continuously so that it has an impact on a person's psyche and physique. To overcome this problem, it is necessary to have assistance, namely group guidance services, namely providing assistance to someone in the form of a group, with the help of the REBT approach inviting individuals to change the way of thinking, views and beliefs of someone who is not logical to become more logical (rational), namely overthinking thinking. experienced by students to become more logical.

To test the effect of the x and y variables, the researcher conducted a normality test beforehand. the regression test obtained a significance value of 0.003 <0.05 so that it can be concluded that rational emotive behavior therapy (X) can reduce overthinking when facing the end of semester assessment (PAS) of class X students of SMA Hasyim Asy'ari Tarub.

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