

## **Rational Emotive Behavior Therapy (REBT): Philosophical and Conceptual Foundations and Implementation in Guidance and Counseling Practice**

**Riza Melinda\*, Budi Purwoko, Bakhrudin All Habsy**

Universitas Negeri Surabaya, Indonesia

Email: 25011355029@mhs.unesa.ac.id\*, budipurwoko@unesa.ac.id,  
bakhrudinhabasy@unesa.ac.id

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### **Abstract**

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#### **Keywords:**

*Rational Emotive Behavior Counseling; irrational beliefs; ABCDE model; cognitive-behavioral counseling; guidance and counseling.*

*Rational Emotive Behavior Counseling (REBC) is a cognitive-behavioral counseling approach developed by Albert Ellis and focuses on the role of irrational beliefs in causing emotional and behavioral disorders. This article aims to comprehensively examine the philosophical foundation, conceptual structure, intervention techniques, role of counselors, counseling stages, and the relevance of REBC in contemporary guidance and counseling practice. This study was based on the main literature on counseling theories from Capuzzi & Gross (2007), Corey (2009), Nelson-Jones (2001), Parrott (2003), Prochaska & Norcross (2007), Seligman (2006), and Sharf (2004), and supported by various national journals indexed by SINTA 4 or more. The results of the study show that REBC is effective in treating anxiety, depression, academic stress, maladaptive behavior, and self-adjustment problems in various settings, including educational and clinical. This approach emphasizes cognitive restructuring through the ABCDE model, active dispute, and systematic behavioral training. This article concludes that REBC is highly relevant to be applied in guidance and counseling services in Indonesia, especially in the context of higher education and schools.*

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### **INTRODUCTION**

The development of counseling theory in the 20th century shows a paradigm shift from a psychoanalytic approach that focuses on unconscious conflict to a more structured and empirical cognitive-behavioral approach. One of the important figures in this transformation was Albert Ellis who developed Rational Emotive Behavior Therapy (REBT), which in the context of educational services is known as Rational Emotive Behavior Counseling (REBC) (David & Bernard, 2018; Katsikis et al., 2016).

According to Capuzzi and Gross's (2007) *Counseling and Psychotherapy: Theories and Interventions*, the REBC approach emphasizes that emotional disturbances are not caused by the event itself, but rather by an individual's interpretation or belief of the event. This is reinforced by the Theory and Practice of Counseling and Psychotherapy which states that humans have a biological tendency to think irrationally, and the task of counseling is to help clients develop a rational philosophy of life.

This article aims to comprehensively discuss how the dynamics of an individual's personality structure are. Through the literature study method, this study will compare various perspectives on the role of counselors in reconstructing clients' personalities through therapeutic techniques. It is hoped that this article can make a theoretical contribution to guidance and counseling practitioners.

## **METHOD**

This research used a literature study method (*library research*). Data were collected from scientific manuscripts, textbooks, and educational journals relevant to REBT theory. The data analysis technique was carried out by comparing (comparing) the ideas of various figures and researchers, such as the views of blessed figures regarding the development of REBT with contemporary findings in REBT counseling. The focus of the study is directed at three main aspects: personality structure (*rational-irrational belief*), developmental stage, and therapeutic procedure techniques.

## **RESULTS AND DISCUSSIONS**

### **Development History**

The figure of the *Rational Emotive Behavior Therapy* (REBT) approach is Albert Ellis. Born on September 27, 1913, in Pittsburgh, Pennsylvania, United States, and later grew up in New York City. Ellis earned his M.A. (1943) and PhD (1947) degrees in clinical psychology from Columbia University in his educational records. Albert Ellis was a psychotherapist who was inspired by the teachings of classical and modern Asian, Western (Greek and Roman) philosophers who were more inclined towards cognitive learning theories. Ellis is considered the father of cognitive-behavioral therapy that brought about a revolutionary shift in psychotherapy that continued to work until his death at the age of 93 on July 24, 2007.

Ellis assumes that humans play an important role in the cause of their own difficulties, namely through the way they interpret environmental situations or events, in other words human cognition is the source of their difficulties. This comes from the philosophical teachings of Stoicism in ancient Greece, which if further examined is one of the origins of the theory of Rational Emotive Behavior Counseling, which states that humans are not so much influenced by what happens to themselves, but how humans perceive/interpret what happens to them.

Rational Emotive Behavior Counseling is a development of *rational therapy* and *rational emotive therapy*, created and developed by Albert Ellis since he pursued the field of clinical psychology in 1942. In his biography, Ellis writes that he once felt embarrassed by women by the time he was 19 years old, he had shown himself to be a cognitive behavioral therapist, so much so that he forced himself to talk to 100 women at the Bronx, Botanical Garden for more than a month, always trying to endure the disappointment of being refused to speak by women (Habsy, 2014).

Prior to developing REBT, Ellis initially dabbled in a variety of psychotherapy approaches, including *psychoanalysis* and *person-centered therapy* but was dissatisfied with the results provided by these approaches. This prompted him to look for a more direct and effective theory in dealing with emotional disorders. (Habsy, 2018). Ellis developed this approach in combination with a model of speech practice and homework assignments that include public speaking.

Ellis began developing and implementing REBT Counseling in the 1950s, then officially published it in 1962. This approach is not only used to help clients, but also applied by Ellis in dealing with various limitations that he experiences in his old age, including conditions due to diabetes, visual impairment, hearing loss, and a number of other physical barriers. Despite facing these conditions, at the age of 90 Ellis still shows high vitality and

productivity. He still works seven days a week and continues to actively write various works in the field of counseling and psychotherapy.

Within the framework of REBT Counseling, Ellis affirms the existence of a reciprocal relationship between cognition, emotions, and behavior, which affect each other (Bond & Dryden, 1996). If the previous Rational Emotive approach focused more on the cognitive and emotional dimensions, then through the development of REBT, attention to behavioral aspects was also integrated into the intervention process. Nevertheless, the position of cognition is still seen as central in determining human function. This approach assumes that cognitive transformation, particularly in the form of more rational self-statements, is the most effective strategy for simultaneously improving cognitive, emotional, and behavioral function. Based on these assumptions, Rational Emotive Behavioral Counseling can be classified as an integrative approach. Conceptually, this approach emphasizes the importance of changing individual belief systems by accommodating behavioral dimensions within their theoretical framework. If in Rational Emotional Counseling the main focus lies on cognition and emotions, then in Rational Emotive Behavior Counseling the three aspects cognition, emotions, and behavior—are placed in parallel in the counseling process.

Ellis & Grieger (1986) explain that REBT counseling is built on three main foundations of thought, namely: 1) the view of the philosopher Epictetus who states that emotional disturbances do not originate from the event itself, but from the way the individual interprets the event. 2) Adler's idea that emphasizes that a person's responses and lifestyle are closely related to his or her underlying beliefs, which are cognitively shaped by the individual himself. 3) Shakespeare's perspective that states that good and bad do not really exist, but are determined by the way humans think about them.

Furthermore, Ellis formulated the A-B-C model which was later developed into the A-B-C-D-E-F framework as a means of understanding personality structure while effectively seeking personality change. In the framework of Rational Emotive Behavioral Counseling, it is emphasized that cognition, emotions, and behaviors are in a relationship that affects each other reciprocally (Bond & Dryden, 1996). If the previous Rational Emotive approach focused more on the cognitive and emotional dimensions, then in subsequent development Ellis included the behavioral aspect as an integral part of the intervention process.

Rational Emotive Behavior Counseling is one of the approaches in the realm of cognitive behavior therapy (CBT) (Habsy, 2017). This approach places cognition as a central element in determining human functioning. Changes in an individual's mindset are seen as an effective strategy to improve cognitive, emotional, and behavioral aspects simultaneously. In the practice of REBT, Ellis emphasized that the three aspects cannot be separated from each other because they always interact simultaneously. As Ellis stated, when the individual experiences emotions, at the same time he also thinks and acts; when he acts, he also thinks and emotions; Likewise, when thinking, he is at the same time emotional and acting.

### **The Essence of Man**

Ellis in the view of REBT counseling has a distinctive philosophical view of human nature. Some of its basic assumptions are as follows: REBT views that humans have two innate potentials, namely: 1) The potential to think rationally, and 2) The potential to think irrationally

It was further explained that REBT counseling is based on the assumption that humans are unique creatures with a tendency to think rationally or irrationally. If individuals develop a

rational mindset and behavior, they will be able to function effectively, feel happiness, and show competence in their lives. On the other hand, when his mindset and actions are dominated by irrationality, his functioning becomes hampered and not optimal. A person's emotional response generally comes from the process of evaluation, interpretation, and belief systems that can be realized or unconscious. Thus, an individual's psychological state is determined by the integration between thoughts, feelings, and behaviors. The three dimensions are dynamically interconnected because each of them affects each other (Habsy, 2014).

According to Ellis, humans tend to create their own emotional disturbances through *irrational beliefs* such as absolute demands ("I must always succeed", "Others must treat me well"). Furthermore, this is explained by Yusuf & Nurihsan (2020) that REBT sees humans as beings who actively create meaning for their life experiences, and when these meanings are illogical or unrealistic, emotional disturbances arise.

Irrational beliefs are seen as the source of emotional disorders. Although external factors play a role, individuals often maintain a pattern of attitudes that are detrimental to themselves through the process of repeated self-indoctrination. To break the internalization process that produces this irrational mindset, counselors in Rational Emotive Behavior Counseling apply an active and directive strategy (Di Giuseppe & David, 2015; Junaedi et al., 2021). The techniques used include teaching, advice, persuasion, and homework. Through this approach, counselors systematically challenge counselors to replace irrational beliefs with more rational beliefs.

The theoretical basis of Rational Emotive Behavioral Counseling is partly derived from philosophical thought, although its main foundation remains based on psychological concepts. In looking at the nature of man, Ellis put forward several main ideas.

First, humans have two main goal orientations, namely maintaining survival and obtaining pleasure by avoiding suffering. Second, in order for these goals to be realized, emotions need to be functioned effectively and directed rationally. Third, from birth, humans are endowed with two equally powerful potentials: rational tendencies that favor self-maintenance and actualization, and irrational tendencies that can lead to destructive or self-destructive behavior. Thus, in human beings there are two opposite tendencies, namely rational and irrational, constructive and destructive. Fourth, humans are driven to seek (hedonic) pleasure, both short-term and long-term. Fifth, the capacity for rational and irrational thinking are equally inherent in the individual. Sixth, humans have a strong urge to evaluate themselves and their behavior as good or bad. Seventh, individuals are inherently susceptible to the prejudices and judgments of others towards themselves, so they have a tendency to be easily influenced.

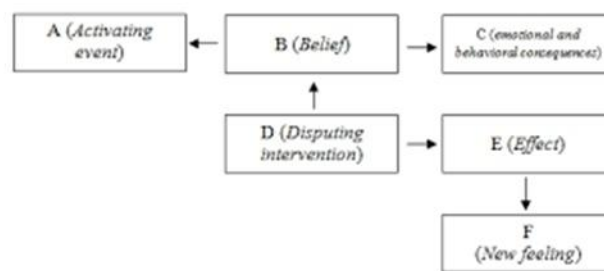
Based on this description, it can be understood that Rational Emotive Behavior Counseling emphasizes the urgency of an attitude of unconditional self-acceptance. Individuals are required to accept themselves as they are, including their achievements and results. With such awareness, there is no reason to blame, belittle, or punish oneself for wrong beliefs or actions. Ellis (2008) believes that naturally humans have the potential to be individuals who are able to help and love, as long as they are not dominated by irrational mindsets. According to him, individuals need to develop a realistic view of their strengths and limitations. Self-worth increases when a person is able to accept, judge, and believe in himself, even in situations when he or she faces disappointment due to unpleasant events in his or her life.

## Behavioral Development

In the discussion of this behavior development, it will be divided into two main points, namely: 1) Personality Structure and 2) Healthy and Problematic Person.

### a. Personality Structure

The concept of personality in the rational emotive approach can be understood through the main ideas formulated by Albert Ellis, specifically the theoretical framework known as the ABC model. This framework is the main pillar in explaining personality dynamics according to this perspective. The ABC model provides an effective conceptual tool for examining the relationship between the counselors' feelings, thoughts, events, and behaviors. The reciprocal relationship between these components is illustrated in the systematic interaction as shown in Figure 1.



**Figure 1.**

Source: (Habsy, 2018)

Activating event (A) refers to the triggering event, namely the existence of facts, events, behaviors, or attitudes of other people that are the background for the emergence of individual responses.

Belief (B) reflects the beliefs, views, values, or verbalization of oneself often referred to as "self-whispering" that a person has toward the activating event. This belief is divided into two categories, namely: (1) rational belief (rB), which is a thought pattern or belief system that is logical, realistic, wise, and produces productive consequences; and (2) irrational belief (iB), which is a belief system that is wrong, illogical, emotionally charged, and ultimately unproductive.

Consequence (C) is an emotional consequence that arises as an individual response, either in the form of pleasant feelings or emotional inhibitions, related to the antecedent event (A). This consequence does not arise directly due to A, but is influenced by intermediate variables in the form of beliefs (B), both rational (rB) and irrational (iB).

Disputing (D) is a therapeutic intervention that aims to transform irrational beliefs into rational ones. In this stage, Ellis directs the process of rebutting or testing the wrong mindset through the disputing technique (D), so that individuals can reconstruct their belief systems in a more rational way. If the disputing process takes place effectively, the individual will achieve a more adaptive life. The disputing stage includes three main components, namely: (1) detecting irrational beliefs, namely the counselor's efforts to identify the rational beliefs that the counselor has while helping the counselor realize his irrational beliefs through his own perception and reflection; (2) discriminating irrational beliefs, which is the process of distinguishing rational and irrational beliefs, where irrational beliefs are generally characterized by expressions such

as "must", "essentially", or other unrealistic absolute demands; and (3) debating irrational beliefs, which is the stage of countering irrational beliefs through various strategies, including mini-lectures or brief explanations, Socratic debates involving counseling in argumentative dialogue, the use of humor and creativity such as stories or metaphors, and self-disclosure in the form of counselors' openness about their personal experiences.

Effect (E) is the final result of the A-B-C-D series which is reflected in behavioral, cognitive, and emotional aspects. If the whole process is carried out through a rational and logical mindset, then the final impact is the formation of positive behavior. On the other hand, if the thought process remains dominated by irrationality and illogicality, then the consequences will eventually manifest in negative behavior.

#### **b. Healthy and Problematic Personality**

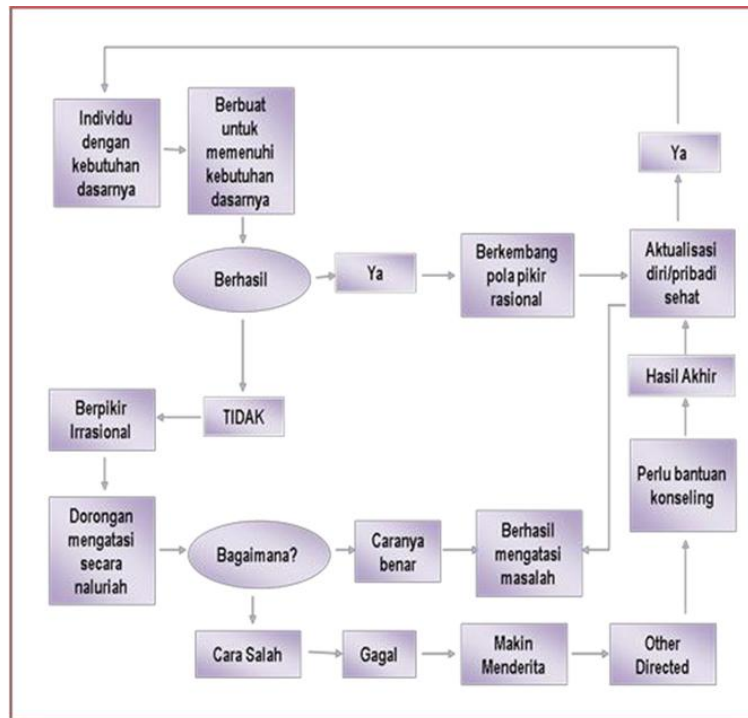
A healthy person is characterized by the ability of individuals to optimize a rational mindset to solve and deal with various life problems wisely (Bleidorn et al., 2020; Ciocca et al., 2023). In addition, the individual is able to recognize and utilize the potential and limitations that he or she has proportionately, so that he or she can achieve self-actualization. Strong self-confidence, independence without excessive dependence on others, and the ability to adapt effectively in their social environment are also the main characteristics of such a healthy psychological condition (Dahlan, 2019; Habib, 2025; Ulfah, 2023).

Furthermore, a person is seen as a healthy person if he has rational beliefs, where the individual is able to distinguish between desires and demands. For example: "I want to succeed" (rational) instead of: "I must always succeed" (irrational). Furthermore, when a person or individual is able to accept themselves unconditionally (*Unconditional Self-Acceptance*). A healthy person does not judge his or her self-esteem based solely on achievements.

A healthy person in the REBT paradigm is also seen if he has a tolerance for frustration. Healthy individuals realize that life is not always as expected, but they are still able to survive without developing catastrophic beliefs. As well as having healthy *negative emotions*. REBT distinguishes between healthy negative emotions (sadness, disappointment, realistic worry) and unhealthy negative emotions (extreme depression, pathological anxiety, destructive anger).

Meanwhile, in the perspective of Rational Emotive Behavioral Counseling, individuals are categorized as problematic if their behavior is rooted in an irrational mindset. Irrational thinking is characterized by several characteristics, namely: (1) it does not have a clear or unverifiable basis of proof; (2) bring up negative emotions that are actually unnecessary, such as anxiety, excessive worry, or prejudice; and (3) inhibit individuals in living their daily lives effectively and developing optimally.

Ellis identifies three main groups of irrational beliefs, namely, **Demandingness** ("I must always be liked"), **Awfulizing** ("It's terrible and unbearable"), **Low Frustration Tolerance** ("I can't afford this"). As well as looking at unhealthy individuals with biased views: Evaluating oneself globally ("I fail means I'm worthless"), Evaluating others absolutely. And also, individuals with unhealthy emotions. Problematic personality indicates: excessive anxiety, depression accompanied by extreme self-blame, excessive shyness, and destructive anger



**Figure 2.**

source: Habsy, 2018

### Truth Consolidation

REBT counseling is carried out through structured and diverse stages, which are deliberately designed to modify behavior according to goals formulated collaboratively between counselors and counselees. The characteristics of the process in Rational Emotive Behavioral Counseling include:

1. Active-directive, which shows that the counselor plays an active role in the counseling relationship by providing direction and helping the counselee to deal with and solve his problems.
2. Cognitive-experiential, which means that the counseling process focuses on the cognitive dimension of counseling with an emphasis on rational problem-solving as the core of the intervention.
3. Emotional-experiential, which means that the counseling relationship also emphasizes the emotional aspect of the counseling, by examining the source of the emotional disorder and identifying and correcting the erroneous beliefs that are at the root of the disorder.
4. Behavioristic, which emphasizes that the counseling process is directed to touch the realm of behavior and encourage real changes in counseling behavior.

### Alteration Conditions

#### a. Purpose of Counseling

In general, the goal of Behavioral Emotive Rational Counseling is to help individuals recognize irrational belief systems in them, then change them into more rational belief patterns. This approach focuses on the learning process so that individuals have skills that make it easier for them to form a more logical and adaptive mindset, leading to more complete self-acceptance

and increased happiness. In addition, this counseling encourages individuals to develop the ability to enjoy their lives more optimally.

Through this process, Rational Emotive Behavioral Counseling also aims to reduce various emotional disorders that are self-destructive, such as fear, guilt, feelings of guilt, anxiety, excessive worry, and anger.

#### **b. Attitudes, Roles, and Duties of Counsellors**

In the implementation of counseling with the REBT approach, there are several things that must be considered by the counselor, as for what must be considered are;

First, the counselor needs to help the counselor realize that the problems he or she is facing are closely related to an irrational belief system. The counselor directs the counselor's attention to a mindset that is loaded with absolute demands, such as the use of *the terms should, ought, and must*, as an indicator of irrational beliefs. In this stage, counseling is guided to develop more adaptive values and attitudes by making a firm distinction between rational and irrational beliefs.

Second, after the counselor understands his condition more objectively that the emotional disorder he experiences stems from irrational attitudes, perceptions, and self-judgments the counselor confirms that the irrational mindset is the root of his personality disorder. However, counselors also show that these conditions can be changed through a restructuring of beliefs towards a more logical and rational view.

Third, the counselor directs the counselor to review and release irrational ideas that have been maintained. At this stage, the counselor helps the counselor understand the connection between self-harming ideas and unrealistic views, which ultimately encourages the emergence of a self-blame tendency.

Fourth, in the entire counseling process, counselors actively challenge counselors to build a rational philosophy of life and seek to reject and replace irrational beliefs that they have been adhering to (Seligman, 2006).

#### **c. Attitudes, Roles, and Duties of Counselors**

The counseling process can be understood as a re-educational process, where the counselor learns how to apply logical reasoning to solve the problems he faces. The focus of counseling experiences lies on current situations and current contexts (*here and now experiences*), along with the ability to reconstruct wrong mindsets and emotional responses.

An essential experience that counselors need to achieve is the formation of an emotional understanding of the source of the disorder they are experiencing. In the first stage, counseling is aware of certain prior events that trigger the emergence of *irrational beliefs*. In the second stage, the counselor admits that he or she is the one who maintains these irrational thoughts and feelings. Furthermore, in the third stage, counseling seeks to deal with problems rationally-emotively by reviewing erroneous beliefs, removing *irrational beliefs*, and replacing them with *rational beliefs*.

Counselors who have internalized rational beliefs show improvements in various aspects, including: 1) interest in oneself, 2) social care, 3) the ability to direct oneself, 4) tolerance towards others, 5) flexibility, 6) acceptance of uncertainty, 7) commitment to things outside of him, 8) self-acceptance, 9) the courage to take risks, 10) Readiness to accept reality.

#### **d. Relationship Situation**

According to Ellis, personal warmth, affection, and the intensity of the interpersonal relationship between counselors and counselors are not the main elements in Rational Emotive Behavioral Counseling, but have a secondary position. Nevertheless, a positive relationship is still seen as important and expected in the counseling process. In practice, counselors play the role of figures who represent emotional stability and a rational way of life (Guangrong, 2025; Sommers-Flanagan & Sommers-Flanagan, 2018). He also became an example of courage for counselors by openly expressing and confronting the counselor's irrational belief system without fear of losing acceptance or approval from the counselor.

Furthermore, the REBT approach emphasizes a full tolerance and unconditional appreciation from the therapist to the counselor's person. In this case, the counselor avoids blame, while maintaining acceptance of the counselor as an individual. The characteristics of relationships that are considered essential include: (1) the establishment of a good rapport; (2) active, directive, and objective interaction styles; (3) emphasis on *dull tolerance* and *unconditioning positive regard*; and (4) continued acceptance of counseling as *a worthwhile human being*, i.e. an individual who has value and dignity not because of his achievements, but because of his existence as a human being.

#### **Alteration Mechanism**

##### **a. Stages of Counselling**

According to Corey (2015), the implementation of Rational Emotive Behavioral Counseling takes place through three main phases, namely the *initial stage*, *the working stage*, and *the final stage*. By referring to the formulations of Dobson (2013) and Ellis (2010), the therapy cycle can be integrated into the stages of Rational Emotive Behavioral Counseling as follows:

##### **b. Initial Stage**

In the initial session, the main goal is to conduct an assessment as the basis for pre-counseling conditions. The assessment focused on identifying *beliefs* that allegedly influenced *the activating event* and *the consequence* in the counselor. Furthermore, an interpretation process and testing were carried out on *the beliefs* or self-whispers owned by the counselor, both rational and irrational.

Corey (2012) explained that *belief* (B) is an individual's belief, view, value, or verbalization of an individual towards an event that directs a response to *activating events* and *consequences*. Meanwhile, Jose A. Corraliza (2008) stated that *belief* has a more significant role in changing the environment than needs and knowledge.

In this stage, the counselor needs to identify the problem specifically. Counselors are given the opportunity to express the reasons for participating in counseling and explain the problems faced. Discussions about counseling expectations help create a more relaxed atmosphere. After all aspects and depth of problems are understood, the counselor and the counselor formulate the goals of the counseling to be achieved.

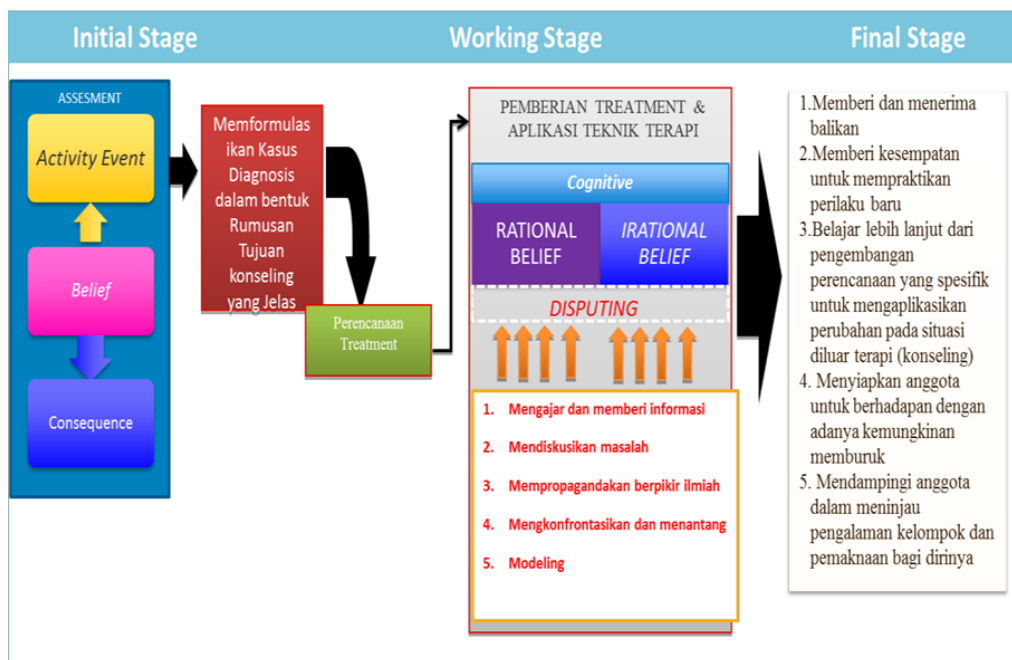
##### **c. Working Stage**

After the goal is set, the planning and formulation of *treatment is* carried out collaboratively, accompanied by a contract or commitment that is procedural and scheduled. At this stage, counseling is encouraged to play an active role in overcoming their problems. Counseling helps to believe that negative thoughts and feelings can be challenged and changed.

He was invited to explore ideas to formulate rational goals. The counselor then *disputes* the counselor's irrational thoughts by using various counseling techniques to test the validity of ideas about themselves, others, and the environment.

#### d. Final Stage

In the final stage, as stated by Corey (2012), counselors can carry out several activities, namely: (1) giving and receiving feedback; (2) provide opportunities for counselors to practice new behaviors; (3) develop more specific planning to implement changes in situations outside of therapy; (4) prepare counselors for possible setbacks; and (5) assisting counselors in reviewing counseling experiences and their meanings for themselves.



**Figure 3.**

Source: Habsy, 2018

#### e. Counseling Techniques

In the implementation of therapy, REB Counseling emphasizes the application of constructive measures that counselors consistently use to transform irrational mindsets into rational ones (Nelson-Jones, 2010; Ellis, 2010). To support the process, Ellis recommends a number of intervention techniques.

##### Teaching and Informing

This technique is understood as a systematic effort by counselors in guiding students to be able to clearly distinguish between rational and irrational thoughts, as well as understand the source of the problem. Through a variety of methods, counselors help students: (1) break free from irrational viewpoints so that they can determine more effective behaviors without being overwhelmed by a sense of threat; and (2) find a more appropriate response to the reality at hand, so as not to be distracted by the situation.

The material presented includes the dynamics of A-B-C-D-E concepts that are directly related to students' real experiences. By integrating the framework into the reality at hand, the process of effective problem-solving and behavior selection can develop based on the

experiences of both counselors and class members. This stage is explicitly known as the "E" process (*experiencing*).

### **Discuss the problem.**

In REBT group counseling, the discussion process is directed by utilizing the dynamics and experiences of group members as a reinforcement of the information conveyed by the counselor. Group members who have rational tendencies will find it easier to internalize the information as part of their personal experience and make it a reference for effective problem-solving and behavior determination. This process develops through the simultaneous disclosure of the members' experiences, which in this context is explicitly referred to as *the experiencing* process.

### **Scientific Thinking**

Scientific thinking is characterized by the presence of clear objects and a systematic and methodical approach. Object clarity refers to the concrete reality faced by students, while systematic refers to the process of understanding that follows the realistic experience of each member so that synergy is created in the group. In this context, counselors encourage students to test their views by examining the causes of emotional responses, as well as considering the consequences that have been and may occur. An approach based on scientific principles is crucial, including by: (1) formulating thoughts in the form of logical propositions or statements; and (2) test the formulation in a framework of thinking that involves one's own and others' experiences, as well as making logical predictions. Through this process, students' magical belief systems can undergo gradual changes (Ellis, 1973), which are influenced by the active role of the counselor which is didactic and philosophical in nature and encourages real actions of students outside the school environment.

### **Confronting and Challenging**

After the scientific thinking pattern develops effectively, students are directed to dare to face and challenge the irrational thinking that has been maintained. This process will be more optimal if students are fully aware that these irrational beliefs are actually detrimental to themselves and have a negative impact on their future. With this awareness, students are expected to be able to propose alternative thinking that is more appropriate, free from irrational perspectives, and formulate possible ways of thinking that are more correct and rational.

### **Rational emotive Imagery**

In this counseling, counselors are asked to imagine in an irrational way, the worst possibility that can happen, and then change their feelings by implosive changes from irrational thinking to rational thinking.

### **Positive visualization, imaging, and thinking**

This counseling asks the counselor to think, imagine, or to be able to gain a favorable picture of positive outcomes as a result of rational thinking.

### **Cognitive distraction techniques**

Through this technique, the counselor will try to distract the counselor with other activities, such as sports, art, etc. The intended distraction is for temporary assistance.

### **Shame attacking exercises**

In this counseling technique, the counselor will actively refute the experience of past feelings of shame. The counselor will even ask the counselor to step into the social/societal

environment and do something embarrassing while debating shameful irrationality to prevent feelings of shame.

### **Relationship establishment**

In this technique, the counselor will try to show positive things about the counselor, along with teaching the counselor to like himself or herself. This technique is valuable, but it is not necessary to produce a personality change over a long period of time.

### **Humor**

Counselors, in this Technique will try to reduce irrationality towards ridiculousness or something funny.

### **Stories, fables, and analogies**

The counselor dramatizes the rational idea of the counseling through fairy tales or other analogies,

### **Group therapy**

Counselors are expected to be able to see the benefits of rational thinking and the disadvantages of irrational thinking in group situations. It is also hoped that the counsellor will be able to debate his irrationality and other matters related to him in the group's situation.

### **Emotive Techniques**

#### 1) Assertive Adaptive.

This technique is applied to train and encourage counselors to consistently adjust to expected behaviors. The training process is repetitive and emphasizes the formation of self-discipline, so counselors are used to displaying more adaptive responses in various situations.

#### 2) Role Playing.

This technique is used as a means to express distressed feelings, especially negative emotions, in a therapeutically engineered setting. Through taking certain roles, counselors gain the opportunity to express themselves more freely and deeply.

#### 3) Imitation.

This technique aims for counselors to repeatedly imitate a behavior model that is considered appropriate. By consistently emulating the model, counselors are expected to be able to face and reduce negative behavior patterns that they previously had.

### **Behavioristic Techniques**

#### 1) Reinforcement.

This technique aims to change the value system and irrational beliefs that counseling has by replacing it through more positive and adaptive values. The provision of reinforcement, both in the form of *rewards* and *punishments*, is intended for counselors to internalize the expected value pattern and strengthen constructive behavior.

#### 2) Social Modeling.

This technique is used to form a new behavior pattern in the counselor. Through the process of imitation, observation, and self-adjustment to a social model that has been designed by the counselor, counseling is directed to internalize norms and behavior patterns that are in accordance with the context of certain problems.

### **Modeling**

Modeling is a method used to form new behaviors (Gazda, 1989, p. 93), or a procedure that allows individuals to learn expected behaviors through observation of the behavior of others (Cormier & Cormier, 1985). This technique is considered effective in helping

participants organize and direct themselves by observing the character or personality of a person who is being used as a model. These characteristics are then understood and used as a guideline as a source of self-direction.

### **Cognitive Techniques**

#### 1) Home Work Assignments.

This technique is manifested through the provision of homework which aims to train, familiarize, and help counselors internalize certain value systems that demand behavior according to expectations. Through this task, counseling is directed to reduce and even eliminate irrational and illogical ideas and feelings. In addition, counselors are asked to study certain materials to reconstruct incorrect cognitive aspects, as well as to perform exercises that are relevant to the task given. The results of the *homework assignment* were then reported in a face-to-face session with the counselor. This technique is intended to foster responsibility, increase confidence, strengthen directing and self-management skills, and reduce counselors' dependence on counselors.

#### 2) Assertive Exercise.

This technique is designed to develop the counselor's courage in expressing expected behaviors, through methods such as role-playing, structured exercises, or modeling social models. The main objectives include: (a) encouraging counselors to be able to express emotions appropriately; (b) assist the counsellor in asserting his or her rights without denying or adversely affecting the rights of others; (c) increase self-confidence and personal competence; and (d) strengthen the ability to choose assertive behavior that suits him/her.

#### 3) Disputing Irrational Beliefs.

This technique emphasizes the resistance to irrational beliefs, for example by instilling an understanding that failure to obtain something desired is not the end of life.

#### 4) Doing Cognitive Homework.

This technique directs counselors to apply the ABC framework in dealing with everyday problems. Counseling is encouraged to put themselves in challenging situations in order to test *self-limiting* beliefs, as well as replace *negative self-statements* with more positive and constructive statements.

### **Research Results of REBT Counseling**

#### a. Decreased Academic Anxiety

Research by Ningsih, Purwoko, & Al Habsy (2025)

Techniques used:

- Model ABCDE
- Cognitive disputation
- Homework assignment
- Self-monitoring

Results:

- Significant decrease in exam anxiety
- Decreased "must always succeed" mindset
- Increased frustration tolerance

Research shows that disputation techniques help students challenge absolutistic beliefs such as "I must not fail".

b. Increased Emotion Regulation

Research by Anggraeny & Ardani (2023)

Techniques used:

- Cognitive restructuring
- Logical disputation
- Rational emotive imagery
- Behavioral rehearsal

Results:

- Increased self-control
- Decreased impulsive emotional reactions
- Negative emotions turn into healthy negative emotions.

The *rational emotive imagery technique* helps participants imagine triggering situations and practice more rational emotional responses.

c. Increased Self-Esteem and Self-Confidence

Research by Siftia Rusydi et al. (2024)

Techniques used:

- Disputing self-downing
- Unconditional Self-Acceptance training
- Role playing
- Behavioral homework

Results:

- Significant increase in self-esteem
- Increased confidence in presentation and social interaction

Self-downing disputes techniques help students replace the belief that "I fail means I'm worthless" to behavioral evaluation, rather than a global self-evaluation.

d. Reduction of Aggressive Behavior

Research by Tamamiyah (2024)

Techniques used:

- Irrational belief disputes
- REBT-based anger management training
- Behavioral rehearsal
- Assertiveness training

Results:

- Decreased verbal and physical aggressiveness
- Improved anger control
- Improved assertive communication skills

The assertiveness training technique helps participants develop adaptive behavior in place of aggressive responses.

**Frame of Mind**

Rational Emotive Behavioral Counseling departs from the assumption that since birth humans carry the potential to think rationally or irrationally. On the one hand, individuals have a tendency to *self-preservation*, achieve happiness, think and verbalize, establish affection, communicate with others, and grow and actualize themselves. On the other hand, humans also

have destructive tendencies, such as self-destructive, avoiding thought processes, procrastinating, repeating the same mistakes, believing in superstitions, being intolerant, unhealthy perfectionists, blaming themselves, and avoiding the development of their potential.

Ellis assumes that humans are creatures who are constantly in dialogue with themselves, conducting self-evaluations, and giving reinforcement to themselves. Emotional and behavioral problems arise when individuals make wrong choices about basic needs, such as wanting to be loved, gaining approval, or achieving success. Furthermore, Ellis explained that although individuals innately have the drive to grow and actualize, this progress is often hampered by learned self-deprecation patterns.

## CONCLUSION

Rational Emotive Behavior Therapy (REBT) is a systematic, rational, and evidence-based approach to helping clients transform irrational beliefs into rational ones. With the ABCDE model, REBT is effective in dealing with various emotional and behavioral problems in educational and clinical settings. This approach is relevant for guidance and counseling practices in Indonesia because it is educational, preventive, and curative.

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