



The Effectiveness of Group Counseling with Rational Emotive Behavior Therapy (REBT) in Reducing Student Anxiety in Facing Exams

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Abstract: The background of this research is based on the anxiety problems that often occur in students when facing an exam. This can be seen in students when taking exams, students often experience anxiety symptoms such as cold sweats, tremors, sleeping difficulty when exam day is near. Efforts made in dealing with this challenge are group counseling using a rational emotive behavior therapy approach. This research aims to see the effectiveness of group counseling with a rational emotive behavior therapy approach in reducing anxiety in facing exam students. This study uses an experimental design with a pretest and post-test control group design. The subjects in this study were students of SMAN 13 Padang. This study uses an experimental design with a pretest and post-test control group design. The subjects in this study were students of SMAN 13 Padang, who revealed sixteen students with high and moderate anxiety categories. The instrument used in this study is the instrument to face the test with a Likert scale. The population in this study are students of SMAN 13 Padang, with seven samples in the control group and 7 in the experimental group. The technique used is the Purposive sampling technique. The data were analyzed using the Wilcoxon Signed Rank Test and the Kolmogorov Smirnov 2 Independent Sample test with the help of SPSS version 20.00. The results of this study indicate that group counseling with a rational emotive behavior therapy approach effectively reduces students' anxiety in facing exams.

Abstrak: Penelitian ini dilatarbelakangi dari permasalahan kecemasan yang sering terjadi pada siswa saat menghadapi ujian. Hal ini dapat dilihat pada siswa saat menghadapi ujian, siswa sering mengalami gejala-gejala kecemasan diantaranya seperti keringat dingin, tremor, dan susah tidur saat akan mendekati hari ujian. Upaya yang dilakukan adalah dengan konseling kelompok menggunakan pendekatan REBT. Tujuan dari penelitian ini untuk menguji efektivitas konseling kelompok dengan pendekatan *rational emotive behaviour therapy* mengurangi kecemasan menghadapi ujian pada siswa. Penelitian ini menggunakan desain eksperimen dengan rancangan *pretest* dan *posttest control group design*. Subjek dalam penelitian ini merupakan siswa SMAN 13 Padang. Instrumen yang digunakan dalam penelitian ini yaitu instrumen kecemasan menghadapi ujian dengan model skala *likert*, yang menjadi populasi dalam penelitian ini ialah siswa SMAN 13 Padang dengan 7 orang sampel pada kelompok kontrol dan 7 pada kelompok eksperimen. Teknik yang digunakan teknik *purposive sampling*. Data dianalisis menggunakan uji *wilcoxon Signed Ranks Test* dan uji *Kolmogorof Smirnov 2 Independent Sample* dengan bantuan SPSS versi 20.00. Hasil penelitian ini menunjukkan bahwa konseling kelompok dengan pendekatan REBT efektif dalam menurunkan kecemasan menghadapi ujian.

A. Introduction

Anxiety has several levels: a) mild anxiety is usually still related to daily life and makes a person constantly feel alert. Anxiety at this stage can motivate learning; b) moderate anxiety allows a person to focus more on important things and override others, his attention is only in one direction, but doing something is more directed; c) severe anxiety will be very disturbing, someone at this level will focus on only one goal and will no longer be able to think about other things, d) the level of panic is related to fear and terror, a person at this stage usually often loses control and is unable to do something and tends to lose Stuart's rational thinking (Annisa & Ifdil, 2016). The level of anxiety with a reasonable intensity has not harmed the individual. On the contrary, a high level of anxiety for a person will harm the individual. High levels will have a bad effect which will cause losses and will cause physical and psychological disturbances (Sari et al., 2017).

Anxiety that someone feels can occur in conditions that we cannot know. Feelings of anxiety can occur anywhere and anytime in a person, which will cause initial symptoms such as cold hands and faster heartbeats. Feelings of anxiety include fear of something involving irrational thinking, such as fear of being in a crowd or meeting someone (Stevani et al., 2016). Anxiety in a person is usually a reaction that occurs in oneself where one perceives that something obtained is considered a threat. We can understand that anxiety in a person is usually considered bad and occurs when we cannot know. Anxiety can be influenced by factors such as age, sex, health, experience, and the size of a person's stressor. Another opinion was expressed, who developed a theory of anxiety, in which the environment can influence anxiety, suppressed emotions, and physical causes (Afrianti & Prabawanto, 2020).

Usually, anxiety arises due to several things, such as exams. In this study, we will examine anxiety about exams because many students still experience anxiety due to demands from parents, teachers, or friends that they have to face (Pratiwi & Dian, 2014). In addition, anxiety during exams or tests is caused by the conditions and situations of the exam or test itself. Another cause is that students need more confidence in their abilities. Usually, anxiety arises due to several things, such as exams. In this study, we will examine anxiety about exams because many students still experience anxiety due to demands from parents, teachers, or friends that they have to face. In addition, anxiety during exams or tests is caused by the conditions and situations of the exam or test itself. Another cause is that students need more confidence in their abilities (Purwadi, 2014).

This anxiety also often occurs in students. A piece of electronic news reveals that today's children experience more anxiety than in previous generations because the demands in schools today are more numerous and heavy than in previous times. Factors that can cause anxiety in students can be in the form of curriculum factors that make the target too high, a learning atmosphere that becomes unsupportive, so many assignments and detailed assessments, the attitude of teachers who are sometimes unfriendly and sometimes less competent and school management factors that sometimes it often makes children depressed due to the application of school discipline which prioritizes punishment (Indra &

Lia, 2021). The factors above not only have an impact on the student learning process but also have an impact on the emergence of student anxiety in facing exams. Some students who feel anxious when facing exams cause low learning achievement. Research conducted by Saroson and friends shows that students who experience high academic anxiety will not be able to perform better than students who have low levels of anxiety (Tahir et al., 2015).

In addition, based on a study conducted by Siregar (2013) on 78 students at the Nurul Huda Singosari Malang Islamic Boarding School using the Taylor Minnesota Scale shows that most students experience anxiety. This is shown by the percentage of only 19.2% of students who experience low anxiety levels. The research conducted by Apriliana (2018) showed that students who experienced anxiety in facing UNBK for SMK students in Kuta for the 2017/2018 school year had the highest level in the medium category with a percentage of 45%, then in the high category of 37.5%.

There are differences in anxiety levels between men and women, where women have higher anxiety levels than men. In line with Hambree's results, it was found that (1) female students experienced higher anxiety than male students, (2) feelings of anxiety about exams were related to feelings of dislike for tests, ineffective study skills, and fear of taking tests. Parents and teachers need to be aware of the anxiety experienced by students and recognize when anxiety occurs, which becomes a problem for students in facing exams.

The administration of exams often harms the psychological state of students, which is usually in the form of feelings of anxiety. Based on the results of interviews that the researchers conducted with counseling teachers at a school in Padang City, it was found that at that school, some students were anxious when facing exams, especially students who usually won the class. Students feel anxious because they are afraid that their grades will drop or that they will be unable to maintain them. Hence, anxiety makes students feel sick to the point of sweating, always wanting to go to the bathroom often. Furthermore, the researchers also conducted interviews with BK teachers in Banda Aceh, where the teachers stated that quite several students experienced anxiety caused by pressure from parents and friends which made students anxious for exams. In addition, the teachers at the school have never done group counseling services to deal with anxiety using a particular approach or media dealing with it.

Based on the data obtained and exposed above, it can be interpreted that there are quite several students who are indicated or can be said to tend to stand out in disrupted effective daily life (KES-T), where this is due to the anxiety experienced by students. Problems like this should be addressed because if it is not handled immediately, it will be feared that student behavior has the potential to continue on wrong path. Judging from the anxiety problem, it is not uncommon to find it in school case books. This shows that everyone has anxiety potential but with different levels. Ghufroon & Risnawita (2011) stated that several things can cause anxiety in individuals, namely past negative experiences and irrational thoughts.

One approach can be used to overcome irrational thinking, namely REBT, where REBT can help individuals control anxiety caused by the irrational thoughts they experience.

These irrational thoughts and feelings can be modified by researchers using rational emotive behavior training (Oktapiani & Putri, 2018). Therefore, here the researcher will conduct group counseling by applying a rational emotive behavior therapy approach because one's rationality will make oneself aware of deciding in a reasonable way which things can be followed and not based on thoughts, emotions, and feelings. In REBT group counseling, group members are invited to interact with each other so that group members provide the necessary feedback to help overcome the problems of each group member (Khotimah & Christiana, 2013).

Rational emotive behavior therapy techniques to overcome anxiety can be given in a group format. Counseling services in a group format aim to help individuals be active and dynamic in communicating and dare to express opinions and exchange ideas so that individuals are helped to train themselves to overcome anxiety. Rational Emotive Behavior Therapy (REBT) counseling effectively addresses anxiety within individuals. REBT has been proven to mitigate anxiety among students from SMP 150 Jakarta who encounter exam-related stress, targeting both physical and motivational dimensions. The research findings exhibited discernible distinctions in the anxiety levels of students who underwent group counseling incorporating the REBT approach versus those who participated in conventional group counseling. Latipun (2011) clients suitable for REBT experience moderate anxiety levels, neurotic disorders, character disorders, psychosomatic problems, eating disorders, disabilities regarding interpersonal relationships, marital problems, parenting skills, and sexual dysfunction. Overall it is effective to use REBT with a note that the disturbance is not too serious.

This rational emotive behavior therapy counseling approach can be used as a tool to overcome or eliminate various emotional disturbances that can have a bad impact on oneself, such as hatred, fear, anxiety, or anxiety caused by irrational ways of thinking and train students to be able to face reality openly. Rational. In line with that, Thahir & Rizkiyani (2016) states that counseling with a rational emotive behavior therapy approach will help them realize that they can live more rationally and productively, and the results of their research show that the anxiety experienced by students changes after being given rational emotive behavior therapy techniques.

Based on the discussions and problems listed above, this problem is important and needs attention. If left continuously, it is feared that it will harm students, especially in a decrease in student achievement. Therefore, researchers need to conduct further research on student exam anxiety using group counseling with a rational emotive behavior therapy approach.

B. Method

This research is a type of quantitative research with experimental research types. With this research method, you can see the difference. Experimental research is used to find the effect of certain treatments on others under controlled conditions. This experiment was conducted to determine the effect of a treatment given intentionally by researchers, so this

research is predictive, namely predicting the effect of a treatment on the dependent variable (Sugiyono, 2014). The experimental design in this study is quasi-experimental or quasi-experimental.

This experimental design allows the researcher to control as many variables as possible in a given situation. One of the experimental designs included in the Quasi Experiment is "The Non-Equivalent Control Group" (Yusuf, 2013). This form of experimental design is carried out with a pretest before the treatment is given and a post-test after the treatment is given to the experimental group. Graphically the experimental design of this study is as follows:

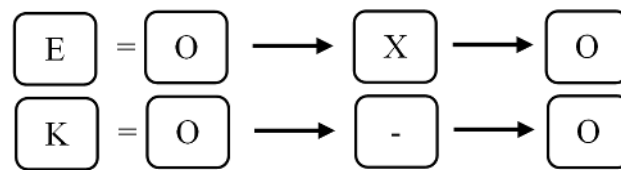


Figure 1. Research Design

Information:

- E : Experiment Group
- K : Control Group
- O1 : Pretest
- O2 : Posttest
- X : Treatment
- : Carry out usual/conventional activities

This research focuses on the effectiveness of group counseling services using the rational emotive behavior therapy approach to reduce exam anxiety. The following is the conceptual framework of this study.

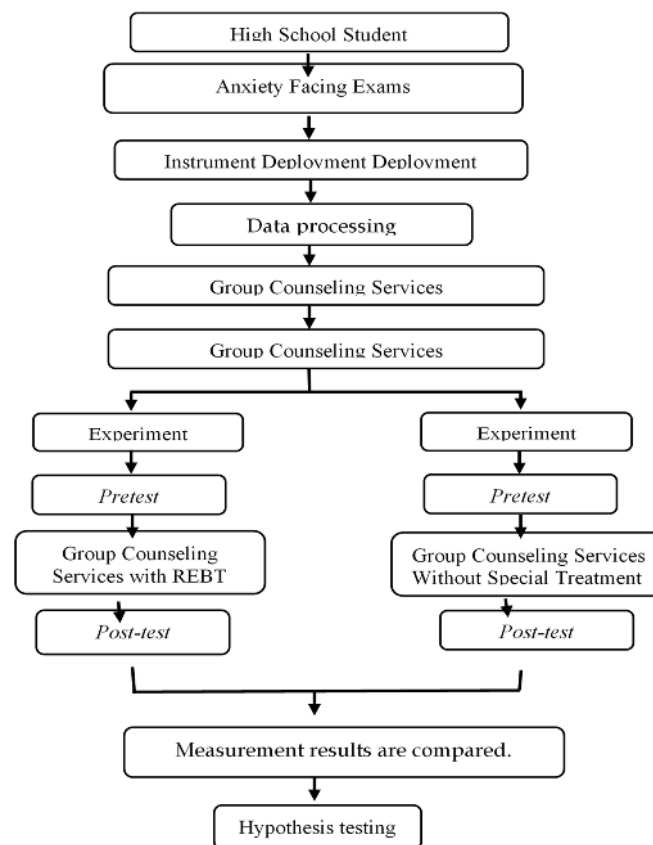


Figure 2. Conceptual Framework

The research was conducted at SMAN 13 Padang, chosen for specific reasons: (1) the availability of suitable research subjects aligned with the study's objectives, and (2) the absence of any prior utilization of rational emotive behavior therapy for reducing exam-related anxiety among students, a service typically provided by the school's guidance and counseling teachers. To gain insights into students' perceptions of exam anxiety before and after engaging in counseling activities using the rational emotive behavior therapy approach, a Likert scale model instrument was utilized as the research data collection tool.

The data collected in this study constitutes primary data on exam anxiety, obtained through the provision of exam anxiety instruments to the research sample. The data collection method employed in this study involved the distribution of test anxiety instruments. These instruments were administered to students at the school, who were then categorized as participants in either the experimental or control groups for the research. To ensure consistent, systematic, and successful data collection, researchers undertake a series of steps. These include: 1) Preparing instruments to measure exam-related anxiety; 2) Identifying data sources, encompassing respondents, necessary documents, and more; 3) Prior to conducting the pretest, explaining the assessment tool and its usage to respondents; 4) Executing pretest data collection in accordance with the predetermined plan; 5) Analyzing pretest data; 6) Utilizing the results of pretest data analysis as a foundation for creating comprehensive guidelines for group counseling, employing a rational emotive behavior

therapy approach; 7) Carrying out experimental activities, involving the implementation of group counseling services utilizing the rational emotive behavior therapy approach; 8) Re-administering the assessment instrument (post-test) and analyzing both pretest and post-test data. The data analysis technique applied in this study consisted of non-parametric statistics, specifically utilizing the Wilcoxon Signed Rank Test and the Kolmogorov Smirnov 2 Independent Samples test.

The chosen research sample for this study was SMAN 13 Padang. This particular school was selected by the researchers for specific reasons, which primarily included: (1) the presence of suitable research subjects aligned with the study's objectives, and (2) the lack of any prior application of a rational emotive behavior therapy approach aimed at alleviating exam-related anxiety among students, a service typically carried out by the school's guidance and counseling educators. To gain insights into students' perspectives regarding exam anxiety before and after engaging in counseling activities that employed the rational emotive behavior therapy approach, a Likert scale model instrument was employed as the research data collection tool.

The information gathered in this research constitutes primary data concerning exam anxiety, serving as the core focus of the research sample, acquired through the administration of exam anxiety assessment tools. The data collection method employed in this study involved the dispersal of test anxiety instruments. These instruments were utilized to gather both pretest and post-test data from students at the school, who were subsequently classified as participants within the experimental and control groups.

To ensure consistent, systematic, and successful data collection, researchers undertake various steps: 1) Develop assessment tools to measure anxiety related to exams; 2) Identify data sources, including survey participants and necessary documents; 3) Prior to administering the pretest, provide clear instructions to respondents on how to complete the assessment; 4) Execute the pretest data collection according to the established plan; 5) Analyze the pretest data; 6) Utilize the findings from the pretest data analysis as a basis for crafting group counseling guidelines grounded in rational emotive behavior therapy principles; 7) Conduct experimental activities, specifically implementing group counseling services using the rational emotive behavior therapy approach; 8) Administer the assessment once more (post-test) and analyze both pretest and post-test data. The data analysis technique employed in this study involved non-parametric statistics, specifically the Wilcoxon Signed Rank Test and the Kolmogorov Smirnov 2 Independent Samples test.

C. Result and Discussion

Result

The acquired data includes the outcomes of both pretest and post-test evaluations concerning exam-related anxiety. Descriptive data analysis was conducted within each experimental and control group, with qualitative data processing carried out using SPSS version 2.0. Subsequently, the researcher presents the outcomes of the study regarding the

efficacy of group counseling utilizing the rational emotive behavior therapy approach in alleviating student anxiety.

An anxiety assessment tailored for exam-related stress, previously prepared, was administered to 298 students from SMAN 13 Padang. Once the assessments were distributed, the results were collected and subjected to analysis to identify any issues. The distribution of this assessment instrument also serves the purpose of delineating the extent of student anxiety and pinpointing the indicators that will serve as the foundation for guiding group counseling sessions utilizing the rational emotive behavior therapy approach.

Table 1. Descriptive of Examination Anxiety (n=298)

No	Level on Anxiety	Interval	F	%
1	Very High (ST)	139-165	2	0,7
2	Height (H))	112-138	124	41,6
3	Moderate (S)	85-111	128	43,0
4	Low (R)	58-84	42	14,1
5	Very low (SR)	31-57	2	0,7
Amount			298	100,00

Table 1 above shows that from the results of the management of the anxiety instrument for exams, quite several students experience anxiety. In the table above, it can be seen from the medium category that there are 128 students with a percentage of 43,0%, and 124 students are in the high category with a percentage of 41, 6%. Meanwhile, in the low category, only 14,1%, or as many as 42 students, had low anxiety about exams.

Furthermore, the researcher processed the instrument per sub-variable, which was determined based on the anxiety aspects of exam anxiety, namely emotional reactions, cognitive reactions, and physiological reactions. The findings are described as follows:

Table 2. Descriptive of Anxiety in Facing Exams Based on Emotional Reaction Sub Variable

Variable	Level on Anxiety	Interval	F	%
Emotional Reaction	Very High (ST)	≥ 50	12	4
	Height (H))	39-49	119	40
	Moderate (S)	28-38	116	39
	Low (R)	17-27	43	14
	Very low (SR)	≤ 16	8	3
Amount			298	100

In the processing of Table 2 above, students who experience anxiety facing exams in the aspect of emotional reactions can be said to be high, and this can be seen from the highest percentage in the high and medium categories. 116 students were in the medium category with a percentage of 39%, and 119 students were in the high category with 40%. In contrast,

in the low category, there were only 43 students, with a percentage of 14%. The results above show that quite a lot of students experience exam anxiety.

Table 3. Descriptive of Examination Anxiety Based on Cognitive Reaction Sub-Variables

Variable	Level on Anxiety	Interval	F	%
Cognitive reaction	Very High (ST)	≥50	20	7
	Height (H))	39-49	160	54
	Moderate (S)	28-38	91	31
	Low (R)	17-27	25	8
	Very low (SR)	≤16	2	1
Amount			298	100

The processing results of Table 3 above show that the 298 students who experience anxiety in cognitive reactions are quite high. This can be seen from the highest percentage in the high category, namely 54% or as many as 160 students; in the low category, it is only 8% or 25 students.

Table 4. Description of Examination Anxiety Based on Physiological Reaction Sub Variables

Variable	Level on Anxiety	Interval	F	%
Physiological Reaction	Very High (ST)	≥50	8	3
	Height (H))	39-49	87	29
	Moderate (S)	28-38	113	38
	Low (R)	17-27	68	23
	Very low (SR)	≤16	22	7
Amount			298	100

The processing results of Table 4 above show that of the 298 students who experience exam anxiety in terms of physiological reactions, there are not too many of them because the largest percentage is in the medium category with a percentage of 38% or as many as 113 students. However, compared with the high and low categories, there were more in the high category, with a percentage of 29% or as many as 29 students, while in the low category, the percentage was 23% or as many as 68 students.

The level of anxiety experienced by students can decrease and increase later if assistance is given to reduce or prevent student anxiety about exams. Therefore, this is the basis for considering the importance of preparing guidelines for implementing group counseling services by BK teachers/counselors in schools in dealing with anxiety about exams.

Discussion

1. Descriptive Anxiety in Facing Pretest and Post-test Students in the Experimental Group

This study identified a significant distinction between test anxiety levels within the experimental group and the control group. An analysis of the findings is conducted to facilitate a more comprehensive conceptual understanding of the research outcomes. Drawing from the outcomes of assessing the initial hypothesis, which posits that "Notable variations exist in the anxiety levels of experimental group students before and after their participation in group counseling sessions adopting a rational emotive behavior therapy approach," the evaluation employed Wilcoxon's Signed Ranks Test.

The researchers' suppositions were grounded in the belief that group counseling services utilizing the rational emotive behavior therapy approach could potentially mitigate students' anxiety levels. Evidently illustrated through the outcomes, the average pretest score of the experimental group, initially at 119, underwent a decrease post-test after receiving group counseling services using the rational emotive behavior therapy approach, plummeting to 71 – a categorization within the low range. This signifies a decline in anxiety levels within the experimental group by 48 points. Consequently, this underscores the success of the rational emotive behavior therapy approach in diminishing anxiety among students at SMAN 13 Padang. This reduction can be attributed to the transformation of irrational perceptions or thoughts into rational ones, coupled with enhanced coping skills, a process facilitated through group discussions. This equips students with better readiness for forthcoming examinations.

Being well-prepared for tests can serve as a potent antidote to exam-related anxiety. This preparedness encompasses various dimensions, including physical, mental, familiarity with the subject matter, and having the necessary tools for the exam. Moreover, self-assurance plays an integral role in influencing students' achievements within the academic realm. Demonstrating elevated levels of self-efficacy when confronting exams not only empowers students to approach school assessments with determination, but it also radiates positive effects throughout their surroundings. When individuals within a group exhibit robust self-efficacy, this can remarkably influence others, fostering a collective boost in self-confidence and overall enhancement (Anggara & Marjohan, 2016).

Counseling services employing the REBT approach unfold across five sessions, wherein each gathering encompasses a delivery of REBT group counseling methodologies and tools. The A-B-C-D-E model is introduced during these sessions, aiding group participants in recognizing the irrational thought patterns arising during moments of apprehension. The agenda encompasses: (1) identifying exam-related anxiety, (2) exploring the repercussions of exam anxiety, (3) strategies to preempt exam-related distress, (4) cultivating optimistic perspectives during exams, and (5) fostering effective approaches to navigate exams successfully.

Following the execution of group counseling infused with the REBT approach, a discernible reduction in anxiety levels was observed among every respondent. During these sessions, group members were actively engaged with the ABCDE model. Within this

interactive dynamic, participants candidly shared the instances triggering their irrational thoughts. In response, the group leader facilitated a process of disputing these irrational thoughts by posing counter inquiries, thereby prompting group members to intuitively grasp and unearth fresh rational perspectives.

Certain individuals undergo feelings of anxiety due to the weight of parental expectations upon them. The fear of falling short of societal anticipations generates a compulsion to execute actions flawlessly and in alignment with predefined standards. Simultaneously, the conviction of "must" is recognized as an irrational notion. The concerns encountered by individuals within the framework of rational emotive behavior therapy originate from irrational cogitations, predominantly rooted in the inclination to attain perfection—manifesting as thoughts marked by phrases like "should be," "must be," and "ought to be." These cognitive patterns consequently fuel a multitude of disturbances encompassing emotional and behavioral aspects. Sari (2018) has conducted a study titled "Examining the Efficacy of Group Counseling with a Rational-Emotive Behavior Therapy Approach in Alleviating Student Anxiety at SMP IT Syuhadak Mosque, Yogyakarta." In their research, it was highlighted that employing group counseling rooted in the rational-emotive behavior therapy approach yielded notable success in diminishing anxiety. The reduction in students' anxiety levels can be comprehended through the researchers' firsthand observations during the administration of group counseling sessions. Students demonstrated active involvement, engaging in discussions, posing queries, and responding to their peers' conversations. Subsequent to the conclusion of the counseling process, reflective insights were gathered, indicating that all students actively participated throughout the series of sessions. This dedicated involvement facilitated a comprehensive grasp of the issues at hand, the cultivation of more rational thought processes, and a commitment to realizing their desired objectives. The incremental decline in students' anxiety levels was perceptible in each successive group counseling meeting.

Consequently, based on the preceding discourse, it becomes evident that group counseling adopting the REBT approach holds a remarkable capacity to alleviate exam-related anxiety effectively. This transformation becomes perceptible following active involvement in REBT-infused group counseling sessions. Across the course of each session, students gradually embark on a journey of change. Amid these engagements, students find the courage to articulate their viewpoints concerning the challenges they confront, facilitated by the topics under discussion. Notably, the REBT methodology seamlessly lends itself to group therapy settings, leveraging the collaborative dynamic to foster a multitude of opportunities. These include reaching consensus on assignments, challenging cognitive patterns, drawing lessons from the experiences of peers, and fostering mutual interactions among group members.

2. Descriptive Anxiety in Facing Examinations of Pretest and Post-test Control Group Students

The results of testing the second hypothesis, "There are significant differences in exam anxiety in the control group before and after participating in group counseling activities about exam anxiety." The test was carried out using Wilcoxon's Signed Ranks Test. After conducting the test, the results showed that the scores of test anxiety in counseling students in the control group before and after being given treatment were different. The average pretest score of students before being given group counseling services regarding exam anxiety without special treatment was 124.

After receiving group counseling services regarding exam anxiety without special treatment, student anxiety facing exams decreased. The average post-test score obtained was the control group is 87, which means that the control group has decreased by 37.

The process of providing group counseling services regarding exam anxiety shows that students are interested in participating in this process. Students actively ask and respond to questions from other group members and are serious about providing group counseling services regarding exam anxiety. Students feel happy after knowing information about exam anxiety and its impact. Even though the group leader only provides information about exam anxiety without giving special treatment, the pretest and post-test results of the control group still show a decrease in scores, but not as high as the experimental group's.

One of the solutions used in overcoming the high anxiety of students facing rain is by providing group counseling services, and the group is used as a source of knowledge and cognitive exercises to develop positive, objective, and rational thinking in order to reduce student anxiety in facing exams (Ireel et al., 2018).

In addition, group counseling will activate group dynamics to discuss various things useful for the personal development or problem-solving of individuals participating in group activities. In the pretest and post-test results, the control group still experienced a decrease in exam anxiety scores, but not as big as the experimental group scores, because the control group was only given information about exam anxiety without special treatment. So, it is important to use group counseling services using the REBT approach to reduce students' anxiety about facing exams.

Based on the presentation of the research results, it can be said that there was a decrease in scores before (pretest) and after (post-test) given group counseling services regarding exam anxiety without special treatment effort to reduce anxiety facing exams is use the REBT approach.

3. Differences in the Anxiety Level of Exams in the Experiment Group and the Control Group

The results of testing the third hypothesis, "There is a significant difference in the anxiety of students in the experimental group and the control group," was carried out using the Kolmogorov Smirnov 2 Independent Samples test.

The results show that the Z score for the two-tailed test is 1.871, with a probability of Sig. (2-tailed) the anxiety in facing exams in the experimental and control groups was 0.002 or a probability below 0.05 ($0.002 < 0.05$). Thus, there are differences in the anxiety of the experimental and control groups. The two groups were given the same treatment and material regarding exam anxiety, but the difference was that the experimental group was given a rational emotive behavior therapy approach.

This study aims to determine differences in the effectiveness of group counseling services using a rational emotive behavior therapy approach in the experimental group and providing group counseling services regarding exam anxiety without special treatment in the control group to reduce exam anxiety in students. The results showed that there were differences in the level of anxiety in the experimental and group control group. This can be seen from the average post-test result of the experimental group of 71 and the average post-test result of the control group of 87. From this number, it is clear that the difference in the post-test results of each group.

Efforts that can be made by the counseling teacher in this case of anxiety are to provide group counseling services. Group counseling services are one of the student services that are useful and strategic in helping children who are facing personal problems by using the contribution of group thinking to overcome personal problems (Fauziah et al., 2020).

Activities carried out in groups based on consideration of students' habits tend to be in groups with peers, and this also makes researchers use group counseling services using the REBT approach so that it can enable them to interact and adopt positive values that occur in group dynamics. In REBT group counseling, group members are invited to interact with each other so that group members give each other the necessary feedback to help overcome the problems of each group member (Khotimah & Christiana, 2013).

The REBT approach uses ABCDE concepts. This concept can help students explore the problem of anxiety in facing exams by looking at the facts that are being experienced, from events, consequences, and beliefs or beliefs that underlie the occurrence of an event, events that were initially impossible to happen become possible. Thus, students have confidence and trust in their abilities to realize their belief in their abilities in the learning process at school. It is hoped that students will no longer experience anxiety (Hasanah, 2018).

Based on the average score of the experimental group and the average control group, it was revealed that there was a decrease in exam anxiety scores. The results of the experimental group who were given group counseling service treatment using the REBT approach were higher than the control group who were given group counseling services regarding exam anxiety without special treatment. Based on the study's results, it can be said that group counseling services using the REBT approach effectively reduce student anxiety in facing exams. This effectiveness can be seen from the total number of analyzes carried out where the score is.

Based on the study's results, it can be said that group counseling services using the REBT approach effectively reduce student anxiety in facing exams. This effectiveness can be seen from the total number of analyzes carried out in which the experimental group's counseling anxiety score decreased higher than the control group, and this proves that group counseling services using the REBT approach can reduce anxiety. So, the counseling teacher/counselor must be creative in providing group counseling services using the REBT approach so that students' anxiety in facing exams can be reduced and decreased.

The rational emotive behavior therapy approach can reduce exam anxiety, which is reinforced by the results of studies conducted by experts from America who have proven that rational emotive behavior therapy is effective in helping to overcome individual problems. Banks & Zions note several experts who prove that counseling is rational emotive behavior therapy, such as Ellis, Wilde, Knaus, La Conte, Show & Farrell, Venom, and also Zions. Ellis argued that group counseling with a rational emotive behavior therapy approach taught members to detect and refute each other's irrational beliefs. The rational emotive behavior therapy approach aims to eliminate irrational behavior.

D. Conclusion

Based on the research data results obtained and after statistical analysis and hypothesis testing, we can conclude that group counseling services with a rational emotive behavior therapy approach effectively reduce anxiety in students. This can be seen from the difference in the average anxiety score in facing exams before and after participating in group counseling activities with a rational emotive behavior therapy approach, where the score after is lower than before treatment. Then there were also differences in the level of anxiety facing exams in the experimental group students who were given treatment with group counseling services with a rational emotive behavior therapy approach with the control group who were only given group counseling services without special treatment.

The implication of group counseling using a rational emotive behavior therapy approach is one of the strategies that can be used, especially in changing the level of anxiety experienced by students from both emotional, cognitive, and physiological aspects. In addition, it is also assisted with applying several techniques such as using humor, teaching self-coping, homework, active disputing of irrational beliefs, shame-attacking exercises, and rational anger techniques. Implementing group counseling activities with the REBT approach will help group members become more active in expressing opinions. Through this activity, group members gain knowledge and new thoughts on the experiences gained in group counseling with the REBT approach. Then, the problems discussed are based on the conditions of the group members, which are focused on irrational thoughts related to exam anxiety so that group members can bring up their own experiences and thoughts and respond to one another.

Suggestions that can be recommended as follow-ups of this research are hoped that this research can be developed through further research regarding the problem of anxiety, especially to reduce student anxiety, or it is necessary to carry out similar research by

studying what has not been studied in this research because this research is still limited to one aspect, namely anxiety. Therefore, further researchers can develop this research with a different background to compare the findings from the research results provided by group counseling services using the REBT approach.

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