**Development of Guidebook for Rational Emotive Behavior Counseling to Improve Vocational High School Students’ Career Self-Efficacy**

(Pengembangan Panduan Rational Emotive Behavior Counseling untuk Meningkatkan Efikasi Diri Karir Siswa Sekolah Menengah Kejuruan)

Imro’atul Khasanah1,*, Yuliat Hotifah1, Indriyana Rachmawati2, Augusto Da Costa3

1Universitas Negeri Malang, Semarang St., No. 5 Malang, East Java, 65145, Indonesia
2Universitas Negeri Yogyakarta, Colombo St., No.1, Sleman, Special Region of Yogyakarta, 55281, Indonesia
3Instituto Superior Cristal, Road Balide, Dili, East Timor, Timor Leste
*Corresponding author; Email: 9a.imroatul@gmail.com

Paper received: 17th-Mar-2022; revised: 24th-Jul-2022; accepted: 11th-Aug-2022

**Abstract**

Career decision-making of vocational high school students is still something that does not receive serious attention and causes students to experience career decision difficulties. One of the causes of difficulty in making career decisions is students’ lack of confidence in their abilities. This study aims to develop a guidebook for rational emotive behavior counseling (REBC) which is intended for school counselors. REBC counseling can help counselees to understand their cognitive conditions that lead to emotional disturbances so that counselees can change irrational thoughts and understand the consequences of their behavior. The guidebook that was developed contains material on career self-efficacy, REBC counseling, and procedures for implementing REBC counseling in six stages of counseling sessions. This development research uses research and development methods from Borg and Gall with research procedures that have been adapted to the conditions of the research field. The guidebook validity test was carried out by one expert who tested the material, one media expert, and two school counselors as potential users by taking into account the accuracy assessment, usability assessment, convenience assessment, and attractiveness assessment. The results of the material and media expert test were analyzed using the average, while the results of the prospective user test were analyzed using the inter-rater agreement. The test results show that the guidebook gets a high score and it can be concluded that the REBC counseling guide that has been developed is suitable for use by school counselors in implementing REBC in order to increase the career self-efficacy of vocational high school students.

**Keywords:** career decision-making self-efficacy; behavior modification; guidebooks

**Abstrak**

Pengambilan keputusan karier siswa sekolah menengah kejuruan masih menjadi suatu hal yang kurang mendapat perhatian serius dan menyebabkan siswa mengalami kesulitan keputusan karier. Salah satu penyebab kesulitan mengambil keputusan karier adalah ketidakyaikan siswa terhadap kemampuan yang dimiliki. Penelitian ini bertujuan mengembangkan sebuah buku panduan konseling rational emotive behavior counseling (REBC) yang diperuntukan bagi konselor sekolah. Konseling REBC dapat membantu konseli untuk memahami kondisi kognitifnya yang mengakibatkan gangguan emosional, sehingga konseli dapat merubah pikiran irasional dan memahami konsekuensi dari tingkah lakunya. Buku panduan yang dikembangkan panduan berisi tentang materi efikasi diri karier, konseling REBC, dan prosedur penerapan konseling REBC sebanyak enam tahap sesi konseling. Penelitian pengembangan ini menggunakan metode research and development dari Borg dan Gall dengan prosedur penelitian yang telah disesuaikan dengan kondisi lapangan penelitian. Uji validitas buku panduan dilakukan oleh satu ahli yang menguji materi, satu ahli media, dan dua konselor sekolah sebagai calon pengguna dengan memperhatikan penilaian ketepatan, penilaian kegunaan, penilaian kemudahan, dan penilaian kemenarikan. Hasil uji ahli materi dan media

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.
dianalisis menggunakan rerata, sedangkan hasil uji calon pengguna dianalisis menggunakan inter-rater agreement. Hasil uji menunjukkan buku panduan memperoleh nilai yang tinggi dan dapat disimpulkan bahwa panduan konseling REBC yang telah dikembangkan sesuai untuk digunakan konselor sekolah dalam melaksanakan REBC guna meningkatkan efikasi diri karier siswa sekolah menengah kejuruan.

Kata kunci: efikasi diri pengambilan keputusan karier; modifikasi perilaku; buku panduan

1. Introduction

Career decision-making for students is essential after going through careful planning. Career decision-making can be influenced by the attitudes, interests, abilities, needs, values, and personality of students (Fadli, Alizamar, & Afdal, 2017). Students who do not have a definite career plan, will experience confusion about what to do next after graduating from school. One of the causes of students having difficulty planning a career is a lack of understanding of their potential. Students who are able to understand their potential will be sure to determine their next career according to their abilities (Falentin, Taufik, & Mudjiran, 2013).

Lately, many students are not sure of their potential. This uncertainty is a very influential factor in career maturity. A study shows that in Indonesia there are still students whose career maturity is not yet so high (Claudia, 2018). Unbelief in their potential can prevent students from having ideals according to their abilities. This is due to thinking on a failure before trying to try to start the desired career. The fear of failure is common to every individual. Although natural, fear of failure can prevent individuals from trying new things. At first, individuals believe in their abilities, but because of one failure the individual will doubt his abilities and don't want to try again (Sinaga, 2019).

Individual thoughts that will always fail before trying include irrational thoughts that must be eliminated. Irrational thinking is absolute thinking and tends to be rigid which is reasonable for individuals to have (David, Lynn, & Ellis, 2009). This irrational thinking is very detrimental to the individual, so it needs to be changed to be more rational. Individuals who think rationally are individuals who can think flexibly and easily adapt themselves in all conditions. This rational thinking really helps individuals in developing themselves and being more confident in themselves. Self-confidence is called self-efficacy. A person's self-efficacy will be good if he can use his potential optimally (Rustika, 2012).

Self-confidence in a career is called career self-efficacy. An individual’s career self-efficacy can be declared good if the individual has confidence that he is able to achieve a career in accordance with his abilities. The results of a preliminary survey conducted at a public vocational high school showed that 15 out of 44 (34%) 12th graders had difficulty making career choices after graduating from school. They feel indecisive and lack confidence in their talents and abilities. In addition, 11 grade 12th students are still hesitant and indecisive about continuing the same career as the major while attending a vocational high school. They have the desire to try to apply for a college major that is different from the major in vocational high school. The majors you want to choose include psychology, foreign literature, fashion, accounting, and film. This situation shows that there are still students whose career self-efficacy needs to be improved.
One approach that can be used to improve career self-efficacy is REBC (Mashudi, 2015). REBC views that thoughts, emotions, and behavior can influence one another, so that a reciprocal relationship can occur (Corey, 2016). REBC also views that individual responsibility is not based on the environment or other people, but lies in himself (Voltan Acar & Şahin, 2019). A research result also states that the REBC approach is very efficient for reducing anxiety disorders and excessive worrying (Schenk, Popa, Olah, Suciu, & Cojocaru, 2020). Therefore, individual counseling with the REBC approach is deemed appropriate to be given to students to help eliminate irrational thoughts or uncertainty about their potential.

In implementing REBC, it will be easier for school counselors if they have guidelines. The purpose of this study was to develop a REBC guidebook. This media guide contains an explanation of career self-efficacy, REBC individual counseling, and the stages of implementing REBC individual counseling with 6 sessions. Stages in individual counseling can be done flexibly or adjust the situation and conditions during counseling. At the end of each counseling session there will be homework that must be done by students so that practice can be carried out outside the counseling session.

2. Method

The product development in the form of a REBC individual counseling guide uses the Research and Development (R & D) method which is intended for school counselors. Development model of Gall, Borg, and Gall (1996) was used by adjusting the conditions and situation of the research place. The Borg and Gall model has 10 stages, the present study employed 5 stages: data collection, research planning, early product development, initial trial, and initial product repair. Firstly, in the data collection phase, a preliminary study was carried out, measuring needs, observations, and interviews, and preparing the steps and framework during the research. Researchers reviewed literature studies and conducted need assessments for school counselors and vocational high school students using interview and questionnaire techniques. In the research planning, activities to develop research plans, formulate goals or objectives in each stage, and design research steps were conducted. In the early product development, the development of the REBC individual counseling guidebook template was enacted. Next, the initial trial was conducted to two school counselors. The activities carried out are collecting and analysing data that has been collected during interviews, observations, or distributing questionnaires. Researchers carried out product validation tests from 1 material expert lecturer and 1 media expert lecturer. After getting comments and input, revisions are made before being tested to potential users. Test prospective users are vocational high school counselors. Lastly, in the initial product repair and after receiving input, improvements were made according to the results of the limited trial implementation, the perfect guidebook media was tested more widely.

The research on the development of this counseling guidebook is subject to one expert (lecturer on Guidance and Counseling), one media expert (educational technology lecturer), and two vocational high school counselors as potential manual book users. The assessment of the acceptability of the counseling guidebook was carried out using an instrument in the form of a questionnaire. Instrument items are tailored to each expert test and prospective users. The results of the assessment of expert test instruments and prospective users were analyzed by means of data analysis techniques for expert testing and inter-rater agreement data analysis techniques for testing prospective users.
3. Results and Discussion

3.1. Results

The product produced in this development research is an individual counseling guidebook with the REBC approach in an effort to improve career self-efficacy for vocational high school students. The guidebook contains insight into the concept of career self-confidence or career self-efficacy, counseling using the REBC approach, and the stages of individual REBC counseling with six sessions. This media was developed to support the provision of services by school counselors to counselees, especially in the career field. This book is available in two forms, namely soft file and printed, making it very easy for school counselors to access the contents of the guidebook. The individual counseling manual with the REBC approach has three main parts, namely: conceptual insight into career self-efficacy and REBC counseling, counseling intervention strategies, and counseling service plans.

The first stage of research and development carried out was compiling a guidebook starting from insight into the concept of self-efficacy popularized by Albert Bandura (1999), and the concept of career self-efficacy which was first introduced by Hackett and Betz (1981). The concept of career self-efficacy consists of four factors, namely past experiences, observations of others, the influence of the surrounding environment, and psychological & emotional conditions. The REBC concept insight is structured according to the theory popularized by Albert Ellis (2010) consists of understanding, goals, roles and functions of counselors, and stages of counseling.

The second stage of preparing the guidebook is to develop the intervention strategy section. This section contains an explanation of the counseling preparation carried out by the school counselor before the counselee arrives. In this section, it is explained that school counselors need to carry out data collection (needs assessment) to ensure that the counselee does have a problem with uncertainty in career planning. School counselors are also required to know the indicators of students identified as having low career self-confidence. These indicators are: lack of confidence in completing the assigned tasks, great doubts in determining future career choices, and not being committed to the chosen career.

The last section compiled in the manual is the individual counseling service plan which consists of six main sessions. Session 1 is an exploration session of the counselee’s problems. At the end of this session, the counselee is given a homework assignment to identify disturbing thoughts. In the next session (session 2), it contains the identification of the counselee’s irrational thoughts, and the homework contains a question format to debate irrational thoughts. Session 3 contains the determination of the irrational disputing technique with a question format homework assignment that raises rational thinking. Session 4 is carrying out irrational disputing with homework to formulate rational thoughts that will be raised. Session 5 consisted of establishing a new behavior with a better behavior change plan homework assignment. Session 6 is the evaluation of counseling and follow-up changes to the counselee. The six counseling sessions can be carried out flexibly more than 6, adapted to the conditions and situations of counseling in each session. The manual also provides a format for evaluating the process and results of the implementation of counseling in the appendix.

In addition to compiling the contents of the guidebook, the display is also arranged to be attractive. Layout starts from determining the color, book size, type and font size. This REBC
guidebook has a blue theme because the philosophy of self-confidence is depicted in blue. The size of the manual is A4 size HVS paper with Times New Roman writing font size 12 pts. On the cover and content, there are illustrations depicting students and school counselors. The number of pages of the manual is 57 pages.

The second research and development stage are the implementation of material and media expert tests and testing of prospective users. Tests with expert lecturers on counseling materials showed that the validity index of the accuracy aspect was 4, the usability aspect was 4, the convenience aspect was 4, and the attractiveness aspect was 4. Based on the results of the material expert test, it can be stated that the material presented in the REBC individual counseling guidebook is very appropriate material, useful, easy, and interesting to use in providing individual counseling to improve career self-efficacy for vocational students. Descriptive data in the form of suggestions for revising the "Target Users" section to "Target Users". Overall, the material in this manual is suitable for use by school counselors.

The media expert test shows the validity index of the accuracy aspect is 4, the usability aspect is 4, the convenience aspect is 4, and the attractiveness aspect is 4 points. Based on the results of the media expert test, it can be stated that the media displayed in the REBC individual counseling guidebook is the right medium, very useful, very easy, and very interesting to use in providing individual counseling services to improve career self-efficacy for vocational high school students. Descriptive data in general indicate that the guidelines are good and deserve to be continued or implemented.

The third research stage is testing prospective users to school counselors. The purpose of carrying out the prospective user test is to find out the response or subjective assessment of prospective users to the guidebook that has been developed. The test data of potential users can be used as a basis for revising or improving the manual. The prospective user test involved two school counselors according to the research criteria. Based on the prospective user test, the manual obtained a validity index of 1 with very high validity for aspects of accuracy, usability, convenience, and attractiveness. The results of the validity of the prospective user test data indicate that the overall content of the REBC individual counseling guidebook media is very high and feasible to be applied by school counselors to increase career self-confidence of vocational high school students through REBC.

3.2. Discussion

This study focuses on the final result in the form of an individual counseling guidebook with a REBC approach aimed at school counselors. The purpose of developing this media is as a supporting medium for school counselors who want to provide REBC counseling to students with low career self-efficacy. Counseling with the REBC approach can be used to increase students’ career confidence (Ogbuanya et al., 2018). Career confidence for students after graduating from school especially vocational school is very important (Muwakhidah & Pravesti, 2017). The problem of students not being sure of their abilities or potential will affect the choice of their next career. This issue is the responsibility of school counselors with students in improving career self-efficacy. Students need to have an understanding that career planning is very well done while still in school so that the steps that will be taken later are more directed.
Aspects of insight and career readiness have been listed in the operational instructions for guidance and counseling for high school/vocational high school in accordance with the determination of the Competency Standards for Student Self-Reliance for high school/internal vocational high school students in Indonesia. To prepare students' careers well, it is necessary to provide guidance to students. Students need to be guided to learn to formulate strategies and read career preparation opportunities and consider choosing alternative careers (Crișan, Pavelea, & Ghimbuluț, 2015). The expected result is that students are able to design alternative careers by considering their talents, interests, opportunities, and the variety of careers available in the community. The development of this career planning needs the guidance of a counselor so that students do not hesitate and have a place to consult careers.

School counselors need to have broad career insights and know what steps to take if students experience career uncertainty. The problem of students' self-confidence in choosing a career is closely related to the cognitive aspect. Research conducted by Koesdyantho and Kusumaningtyas (2015) mentions that the problems of cognition and behavior are caused by individuals not having the awareness (realize) and understanding (insight) about irrational beliefs. Uncertainty about career choice is very appropriate to be eliminated by the REBC counseling stage. REBC counseling is an alternative counseling approach that helps the counselee realize that as an individual he must try to live rationally and productively, one of which is self-confidence in career choices (Rachmawati, 2019).

Based on the initial data that has been presented, there are students who have uncertainty in choosing a career. This became one of the foundations in the development of the REBC approach handbook. REBC is the main procedure in the developed manual. A study states that school counselors can use guidebooks as an alternative support in providing guidance and counseling services (Eka, 2020). School counselors can carry out the counseling procedures contained in the manual to improve students' career self-efficacy. School counselors can study before applying counseling in order to deepen their understanding of the REBC procedure to improve students' career self-efficacy (Ningtias, 2020).

The counseling procedures in this manual are based on Ellis theory (2010) namely: (1) selecting and finding out the problem, (2) designing goals, (3) connecting belief and emotions, to show the counselee that belief is the problem, (4) teaching what irrational and rational thoughts are, and (5) working so that the counselee really thinks rationally and behaves positively. The procedures in this guidebook were modified into six main stages and added homework assignments as an effort to internalize the counseling process after outside the session and follow-up at stage 6. The counseling procedures in the guidebook were prepared based on the plan for providing guidance and counseling services and there was an evaluation of the process and results. The plan for providing guidance and counseling services can provide an convenience for counselors in providing guidance and counseling services (Turmudzi, 2011).

The implementation of the counseling stages in the guidebook can be carried out as needed and is flexible, adapting to the situation and condition of the counselee. Counseling procedures designed in accordance with the plan for providing guidance and counseling services will make it easier for school counselors to apply counseling steps with clear instructions. In terms of appearance, the manual is presented in hard file format with A4 size containing 57 pages and also soft files that allow easier access. The results of material expert
tests by guidance and counseling lecturers, media experts by educational technology lecturers, and prospective users, namely school counselors, show a high validity index against the developed guidebooks.

This REBC approach guide is specifically for vocational high school students. This is one of the weaknesses because of the characteristics of vocational high school students with high school students or Islamic madrasas. In addition, this REBC guide is used for career fields only, so that personal, social, and learning fields still require adjustment. Therefore, this research is limited to certain subjects and fields, namely vocational high school students related to their career choices.

4. Conclusion

This REBC individual counseling manual was developed with the aim of facilitating school counselors in providing REBC counseling services in an effort to improve career self-efficacy for vocational high school students. The process of developing this manual has obtained high acceptability results and is in accordance with the aspects of product accuracy, product usability, ease of application, and attractiveness of product appearance. The results of the validity of the REBC individual counseling guidebook obtained a very high score and can be stated as a feasible medium to be implemented by school counselors in helping students improve career self-efficacy. Further researchers can use this product as a basis for developing other products to improve students’ career self-efficacy.

References

Bandura, A. (1999). Self-efficacy: The exercise of control. Springer.

Claudia, L. (2018). Hubungan efikasi diri dengan kematanan karir siswa. Jurnal Penelitian Dan Pengembangan Pendidikan, 2(1), 23–29. doi: 10.23887/jppp.v2i1.15334

Corey, G. (2016). Theory and practice of counseling and psychotherapy. Cengage learning.

Crişan, C., Pavelea, A., & Ghimbuluţ, O. (2015). A need assessment on students’ career guidance. Procedia - Social and Behavioral Sciences, 180, 1022–1029. doi: 10.1016/j.sbspro.2015.02.196

David, D., Lynn, S. J., & Ellis, A. (2009). Rational and irrational beliefs: Research, theory, and clinical practice. Oxford University Press.

Eka, Y. S. (2020). Pengembangan panduan konseling ringkas berfokus solusi untuk meningkatkan perilaku asertif siswa SMK Universitas Negeri Malang.

Ellis, A. (2010). Overcoming destructive beliefs, feelings, and behaviors: New directions for rational emotive behavior therapy. Prometheus Books.

Fadli, R. P., Alizamar, A., & Afdal, A. (2017). Persepsi siswa tentang kesesuaian perencanaan arah karir berdasarkan pilihan keahlian siswa sekolah menengah kejuruan. Konselor, 6(2), 74–82. doi: 10.24036/02017627578-0-00

Falentini, F. Y., Taufik, T., & Mudjiran, M. (2013). Usaha yang dilakukan siswa dalam menentukan arah pilihan karir dan hambatan-hambatan yang ditemui. Konselor, 2(1), 310–316. doi: 10.24036/02013211266-0-00

Gall, M. D., & Borg, W. R. (1989). Educational research: An introduction.

Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. Journal of Vocational Behavior, 18(3), 326–339.

Kusumaningtyas, A. R. K. L. E. (2015). Efektifitas dispute irasional relisfs (DIBS) untuk menurunkan low self esteem mahasiswa. Eksplorasi, 28(1), 85–95.

Mashudi, E. A. (2015). Konseling rational emotive behavioral dengan teknik pendirian untuk meningkatkan resiliensi mahasiswa berstatus sosial ekonomi lemah. PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling, 5(1), 66–78. doi: 10.12928/psikopedagogia.v5i1.4495
Muwakhidah, M., & Pravesti, C. A. (2017). Keefektifan konseling kelompok cognitive behavior therapy untuk mengurangi keraguan pengambilan keputusan karier siswa sekolah menengah kejuruan. *Jurnal Kajian Bimbingan dan Konseling*, 2(2), 66–75. doi: 10.17977/um001v2i22017p066

Ningtias, D. K. (2020). Pengembangan buku panduan konseling kedamaian untuk mereduksi perilaku agresi pada siswa kelas VII SMP Muhammadiyah 2 Gamping tahun ajaran 2019/2020. Universitas Ahmad Dahlan.

Ogbuanya, T. C., Eseadi, C., Orji, C. T., Anyanwu, J. I., Ede, M. O., & Bakare, J. (2018). Effect of rational emotive behavior therapy on negative career thoughts of students in technical colleges in Nigeria. *Psychological Reports*, 121(2), 356–374. doi: 10.1177/0033294117724449

Rachmawati, L. (2019). Penerapan teknik role-playing dalam konseling REBT untuk mereduksi perilaku prokrastinasi akademik siswa SMP. Universitas Negeri Malang.

Rustika, I. M. (2012). Efikasi diri: tinjauan teori Albert Bandura. *Buletin Psikologi*, 20(1–2), 18–25.

Schenk, A., Popa, C. O., Olah, P., Suciu, N., & Cojocaru, C. (2020). The efficacy of rational emotive behavior therapy intervention in generalized anxiety disorder. *Acta Marisiensis-Seria Medica*, 66(4), 148–151. doi: 10.2478/amma-2020-0027

Sinaga, L. A. B. (2019). Pengaruh persepsi harapan orang tua terhadap ketakutan akan kegagalan pada mahasiswa rantau di Universitas Negeri Jakarta. Universitas Negeri Jakarta.

Turmudzi, T. (2011). Efektifitas rencana pelaksanaan layanan bimbingan dan konseling terhadap pelaksanaan layanan bimbingan dan konseling di SMPN 25 Surabaya. IAIN Sunan Ampel Surabaya.

Voltan Acar, N., & Şahin, E. S. (2019). Rational emotive behavior therapy from a new perspective. *Journal of Human Sciences*, 16(4), 894–906. doi: 10.14687/jhs.v16i4.5821