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Welcoming Note

It is with great pleasure to announce The International Conference on Ummah: Digital Innovation, Humanities and Economy 2020 or known as ICU: DIHEc 2020. ICU: DIHEc 2020 is organized by Universitas Nahdlatul Ulama Surabaya and Universiti Malaysia Kelantan. The main theme of the conference is "Realizing Society 5.0 for a Better Life." The conference is held on 18-19 August 2020. Due to the global COVID-19 pandemic, the conference is held virtually. Nevertheless, the substance of this conference is still the same, namely to give a great opportunity for academics from all over the world to share and discuss the research ideas and results on the fields of economics & business, engineering & Information and Communication Technology (ICT), education, and humanities.

We are so pleased to see many respected colleagues in this event. We have a total of 98 accepted papers. Moreover, we have the representative affiliations from 5 countries, namely Indonesia, Malaysia, Oman, Philippines, and Poland. This is an excellent opportunity to meet and to come up with great ideas during parallel session. We have four keynote speakers to share their knowledge and experience as well as numerous of papers to be presented.

Let us express our gratitude to all participants who have supported and made the ICU: DIHEc 2020 possible. I send a great acknowledge to all hardworking committee members. Special thanks are delivered to authors from both local and international with the great research topics to be discussed in ICU: DIHEc 2020. We wish you enjoy and have a great experience with this event.

Warm Regards,

General Chair and All ICU: DIHEc 2020 Committees

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Proceedings of the International Conference On Ummah:
Digital Innovation, Humanities And Economy (ICU: DIHEc) 2020
https://doi.org/10.30874/ksshr.4

The Handbook of Rational Emotive Behaviour Counseling to Reduce Senior High School Students's Burnout

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Abstract. The burnout's phenomenon is experienced by many students on a full day school system. High School students who are on the task of adolescent development, often experience various conflicts and are vulnerable to experiencing stress. If prolonged will cause burnout. Burnout is a syndrome of physical and emotional exhaustion, feelings of depersonalization and a lack of respect for self-quality. Help efforts are needed to reduce burnout with cognitive-based counseling. One of the guidance and counseling media that can be used is a rational-emotive-behavior-based counseling package, which aims to enable individuals to change their beliefs to be rational. Disputing is one technique that can be used to identify and change the counselee's irrational beliefs that cause burnout. This counseling package includes stages with several techniques from Rational Emotive Behavior Counseling. This article discusses theoretical studies and the relationship between research variables with phenomena in the field, and not yet on research results.

Keywords: Rational emotive behaviour counseling's handbook; burnout.

1 Introduction

Full day school which has been implemented in the last few years has had a positive influence on students, including intensive study time at school and teachers have plenty of time to educate students' character. But besides that, full day school also has a negative impact on students' psychology. Learning activities at school with a period of between 8 hours every day will make students experience burnout. In accordance with Yudi's opinion (2018) which states that full day school requires children to be in school from 07.00 WIB to 16.00 WIB to study it is feared that it can make children bored with learning and even make it difficult for children to catch lessons.

The results of research by Sugara (2011: 97) regarding burnout experienced by students of Angkasa Bandung High School showed that it was 15.32% in the high category. Based on the burnout aspect, it was obtained a percentage of 12.61% of students experiencing burnout in the emotional exhaustion dimension; 14.41% of students experienced burnout in the depersonalization dimension; 14.41% of students experienced burnout in the dimension of decreasing academic confidence. The results of the study also revealed that students experienced burnout due to the large number of assignments and too long learning time.

High school students who are in adolescent development tasks, often experience various conflicts and are prone to experiencing stress. Adolescents who have poor stress

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coping skills will cause low self-control and eventually lead to maladaptive behavior such as skipping school, not doing assignments, lazy learning, and indifferent to school rules. Prolonged stress will cause burnout.

Chaplin (1995: 56) explains that burnout can hit students if they have lost motivation and consolidated one particular skill level before the student reaches the next skill level. In addition, boredom can also occur because the learning process of students has reached the limit of their physical abilities due to boredom (boring) and fatigue. Lack of appreciation from school and the large number of study assignments is usually a factor in learning boredom. Thus, burnout is a problem that must immediately get the right intervention.

Burnout occurs because of continuous stress and cannot be managed properly. According to Atkinson, et al (2010: 354) stress is an emotional reaction as a result of severe cognitive impairment when dealing with serious stressors, so it affects concentration and organizes thoughts logically.

Based on the explanation of the phenomena and facts above, it is necessary to have a curative help in reducing burnout with cognitive-based counseling. One of the theoretical counseling approaches that can be used is Rational – Emotional – Behavior (REB) counseling. REB was first developed by Albert Ellis in 1962 which refers to Rational-Emotive-Behavior Therapy (REBT). According to Ellis & Harper (Huchinson & Chapman, 2005) REBT also teaches individuals about how to eliminate irrational beliefs and REBlace them with rational beliefs to change individual feelings and behaviors to become better and more functional. In addition, REBT is very likely to be adapted to various kinds of counselees and their problems.

Burnout experienced by students is expected to be reduced with a REB-based counseling package. Where the package includes stages with several REB counseling techniques compiled as a medium of guidance and counseling in helping the implementation of treatment. Researchers hope that the REB-based counseling package can be used and helps guidance and counseling teachers reduce burnout experienced by high school students.

2 Discussion

2.1 Rational Emotive Behaviour Counseling

Albert Ellis (Corey, 2009) describes the Rational Emotional Behavior (REB) counseling model that teaches the counselee to direct or apply rational personal beliefs or thoughts by changing irrational thoughts using the principles of Rational-Emotive-Behavior Therapy (REBT).). Furthermore, Bond and Dreyden (Darminto, 2007) stated that in REB counseling, Ellis acknowledged that cognition, emotion and behavior interact with one another.

The problems experienced by individuals are identified by Ellis in a theory of personality known as A-B-C theory. Ellis (Corey, 2009) explains the ABC theory as follows, A (Activating Event) is the existence of a fact, event, behavior or attitude of a person, B (Belief) is an individual's belief about A which is the cause of C, and C (Consequence) is consequences or emotional reactions of a person that can be appropriate or inappropriate. A therapist tries to fight with D (Disputing Intervention) these irrational beliefs so that individuals can enjoy the positive psychological effects of E (Effective New Philosophy) from rational beliefs, so they can find new feelings described by F (New Feeling).

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The general purpose of REB counseling is to help the counselee identify emotional and behavioral problems and overcome these problems. The REB counseling process consists of three main stages and in each stage the counselor can use various tactics that are tailored to the problems and characteristics of the counselee. Dryden & Neenan (2004) describe the three main stages of REB counseling, the first is the beginning stage which consists of building productive therapeutic alliances between counselor and counselee, then teaching the ABC (activating event, belief, conscequence) method to understand irrational thoughts and resolve doubts. counselee in order to build the counselee's trust in the effectiveness of REB counseling. The second stage of the middle stage, including considering changing the focus of the problem to build coping abilities to the main problem of the counselee, then identifying and modifying the core irrational beliefs that are the root of the counselee's problems, after which encourage the counselee to be involved in relevant tasks to strengthen the related stance rational beliefs in order to achieve these goals and can use various REB counseling techniques. Continuing the second stage of REB counseling is overcoming obstacles to change that are usually represented by a condition called 'cognitive-emotional dissonance' which is a situation where counselees feel 'foreign' as they try to strengthen rational beliefs, then encourage counselees to maintain and increase the achievement of goals, and motivate the counselee to reach the counselor for himself by questioning irrational beliefs and developing alternative rational beliefs to maintain. The third stage of the ending stage, begins when the counselee is deemed to have made significant progress towards solving the main problem using the REB problem solving method. Through REB counseling, counselees realize irrational thoughts can harm themselves, and with this awareness they can improve and change into rational beliefs, manage emotions and behavior positively (Puspitarini, 2016).

Ellis (Latipun, 2011) states that human understanding that being able to have elements of rational and irrational thoughts or beliefs simultaneously is very important. Even these elements make individuals can easily turn desires into demands. Indicators of an individual's irrational thoughts or beliefs as follows.

a. The individual thought that he should be loved by others based on what he did, whereas the individual should be able to respect himself and love others.
b. The thought that an individual who commits an evil and terrible act is an attractive individual, so that the individual sees himself as bad, stupid and even neurotic. Meanwhile, individuals who do good actions then make the individual a bad person.
c. Having thoughts of terrible things when something unexpected or unexpected happens to him.
d. The thought that all problems experienced by individuals are due to factors outside of themselves through other people or certain events.
e. Thoughts when there is something scary or dangerous, the individual will be disturbed and continue to think about it.
f. The thought that individuals find it easier to avoid life's difficulties and responsibilities than to try to face them.
g. The thought that the individual absolutely needs someone else who is more mature, capable and strong than himself to rely on.
h. The thought that if there is an event or events that have a very strong influence on the development of an individual's life, it will always affect it.
i. The thought that individuals must have certainty and perfect control over things in life.
j. The thought that human happiness can be attained casually and without trying without even doing anything.

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k. The thought that the individual cannot control his emotions and all the feelings that arise and interfere with his mind.

Dryden & Neenan (2004) stated that REB counseling is a counseling approach designed to help individuals minimize emotional distress and self-destructive behavior, and encourage a more meaningful and happy life. In achieving this goal, the REB counselor helps the counselee reconsider the things that hinder self-actualization by focusing on the irrational beliefs that are at the root of his emotional and behavioral problems. REB counselors are also expected to help counselees to: think more rationally (logically, flexibly and scientifically); feel healthier; and act more efficiently in order to achieve life's goals and objectives.

The main goal in REB counseling is to help the counselee to identify emotional and behavioral problems and overcome those problems. Meanwhile, a more ideal goal (which has not been able to be achieved by all counselees) is to help the counselee make fundamental philosophical changes including: giving up on demanding oneself, others and the world; stop giving extreme ratings to oneself, others and the world; accept yourself and others as human beings who are not free from mistakes; accept the world or environment as a complex system; and able to tolerate discomfort (Dryden & Neenan, 2004).

Furthermore Dryden & Neenan (2004) suggested that if REB counselors try to pursue ideal goals in counseling, they must be aware of the possibility of counselees not interested in making radical changes in life, especially to change the belief system. REB counselors are expected to be flexible or flexible when adjusting the counseling objectives with the goals the counselee wants to achieve. When REB counselors encounter counselees who are reluctant or even unable to develop a rational philosophy of life, then that flexibility can be raised by REB counselors to adjust counseling goals and help counselees to: make changes related to counselee inference on a matter; change the counselee's beliefs about negative events in his life; and modifying the counselee's behavior so as to obtain changes in the counseling process. As far as possible, the counselor should encourage the counselee to internalize the three main insights in REB counseling.

2.2 Burnout

Cherniss (1980) describes "burnout is a psychological term for the experience of long-term exhaustion and diminished interest". Burnout occurs because of a process and intensity of a long stress response that results in mental and emotional exhaustion. Pines & Aronson (Silvar, 2001) also explains "burnout may be defined as a state of physical, emotional and mental exhaustion that results from long-term involvement with people in situations that are emotionally demanding". Burnout occurs because of a process and intensity of a long stress response that results in mental and emotional exhaustion.

Silvar (2001) first described the concept of learning boredom and it was developed in one of the studies with the finding that the tendency to get boredom with all the causative factors does not only occur in the work scene, but can occur in learning activities. Saturation of learning arises from the repetition of learning processes that do not lead to satisfactory achievement or results so that individuals are physically and psychologically exhausted.

The concept of burnout first appeared and was developed by one of the studies conducted by Silvar. The results of research by Silvar (2001) found that the tendency to get boredom with all the factors causing it not only occurs in the work scene, but can also occur in learning activities. Saturation of learning arises from the repetition of learning processes that do not lead to satisfactory achievement or results so that individuals are physically and psychologically exhausted.

Burnout occurs in response to many academic demands so that individuals are stressed and unable to manage these demands. Cherniss (1980) explains that the dynamics of burnout

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begins with academic demands and expectations from society for individuals. This shows that learning boredom begins with the emergence of stress due to demands from both themselves, parents and society. As a result, students experience emotional fatigue (emotional exhaution), cynicism about learning (cynicism), and a reduced sense of academic confidence (reduce academic efficacy). Many factors influence the occurrence of learning boredom as suggested by Karabiyik et al (2009), which consists of personal factors such as self-confidence and motivation. The factors of the learning environment also have a big influence, such as good relations with friends and a conducive learning climate that will prevent learning boredom. In brief, the process of learning boredom is as follows:

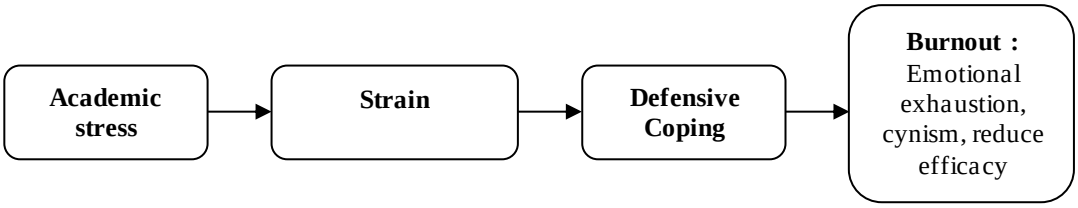

Figure 2.2 Burnout Dynamics Model

Noushad (2008) added that there are several research results that can be categorized as symptoms of burnout, namely: (1) feeling helpless, emotional exhaustion, and decreased physical stamina, (2) feeling insignificant, ineffective and unproductive, (3) doing avoidance and less care, (4) decreased self-productivity and the emergence of indifference to learning and negative self-evaluation.

2.3 Development of Rational Emotive Behavior Counseling Handbook

Based on the background explanation and the study above, the burnout problems experienced by students need to get proper attention and intervention. One of the interventions that can be used is through the Guidance and Counseling media. Where the media is in the form of print media developed in a counseling package (for Guidance and Counseling Teachers and students as counselees) based on rational-emotive-behavior (REB) counseling. In addition, Guidance and Counseling has a function in accordance with the objectives of the researcher including 1) clarifying the message of guidance and counseling so that it is not too verbalistic; 2) generate student interest, more direct interaction between students and teachers of Guidance and Counseling; 3) increase the interactivity of the Guidance and Counseling service process; 4) improve the quality of guidance and counseling services; 5) increasing students' positive attitudes towards Guidance and Counseling service materials; 6) enhance creativity both in the Guidance and Counseling Teacher and students (Setyaputri, 2018). The advantages of REB counseling are irrational thoughts which are the root of the counselee's problems, debated (disputed) by the counselor in order to direct the counselee to build and maintain his rational thinking. So that burnout caused by ongoing academic stress, as a projection of student cognitive disorders that can affect emotional and behavioral reactions, can be reduced by changing to more rational thoughts.

2.4 Intervention Design

There are 3 stages in REB counseling according to Dryden & Neenan (2004), namely the beginning stage, midle stage and ending stage. The three stages are described in the intervention design as follows

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Service activity in the first session with the name "Begining Stage". The first session aims to facilitate the counselee to understand the concepts surrounding burnout, including the understanding, symptoms and dynamics of burnout and to reveal the symptoms they experience and the counselee to recognize and gain understanding of the ABC model in REB counseling. In the initial activity, the researcher built a working alliance with an outline of the counseling intervention session to be carried out to the counselee, then explained briefly and concisely about the concept of burnout including the understanding, symptoms and dynamics of burnout and reveal the symptoms they were experiencing.

Session 2

The name of the service activity in the second session is "Middle Stage Part 1". The second session aims to facilitate the counselee to identify irrational beliefs that bring about his experience with burnout, the counselee gained an understanding of the additional ABC model, DEF in REB counseling, and the counselee stated readiness to apply the ABC and DEF models to change the irrational beliefs associated with the cause of burnout. The activity begins by convincing the counselee not to hesitate in attending counseling sessions, identifying irrational beliefs that bring experience to burnout. Then the researcher directed the counselee to consider changing the focus of the problem by demonstrating readiness to apply the ABC and DEF models to change the irrational beliefs associated with the causes of burnout.

Session 3

Service activities in the third session with the name "Middle Stage Part 2". The third session aims to facilitate the BK teacher to realize the importance of managing burnout, then the counselee can apply the ABC and DEF models in REB counseling to modify core irrational beliefs related to the cause of burnout into rational beliefs, and the counselee can devise plans for reducing burnout and enhancing achievement motives in work. The media used were in the form of a burnout symptom scale instrument, material handouts and planning sheets. The initial activity in session three was that the researcher stimulated the counseling teacher to identify and modify core irrational beliefs using the ABC DEF model in REB counseling. Then encourage the counselee to be involved in relevant tasks by writing a plan for how to reduce burnout and short-term, medium-term and long-term plans to increase achievement motives. One of the techniques used in REB counseling is disputing to help the counselee change his irrational beliefs. The indicator of success from the third session is the counselee is able to identify and modify core irrational beliefs and devise a plan for reducing burnout and efforts to improve achievement motives.

Session 4

The name of the service activity in the fourth session is "Middle Stage Part 3". The purpose of the fourth session is that the counselee applies a scientific and logical approach to thinking so that he can observe and minimize irrational beliefs, and the counselee can maintain his rational beliefs. The activity begins with the researcher helping the counselee to internalize new rational beliefs by using the main techniques in REB counseling, the technique used is coping imagery.

Session 5

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Proceedings of the International Conference On Ummah:
Digital Innovation, Humanities And Economy (ICU: DIHEc) 2020
https://doi.org/10.30874/ksshr.4

Service activity in the fifth session with the name "Ending Stage". The fifth session aims to facilitate the counselee in order to be able to apply the principles of REB counseling to have rational beliefs so that they can reduce the symptoms of burnout they experience, help the counselee to be able to conclude the understanding and benefits obtained from all counseling intervention sessions that have been implemented.

3 Conclusion

Based on the phenomenon that occurs, students can experience burnout due to various pressures from within and from their surroundings. Interventions are needed to help students reduce the intensity of burnout experienced by students. The intervention used cognitive-based counseling from Albert Ellis, namely rational-cognitive-behavior arranged in a counseling package media. The cause of burnout is identified from the counselee's irrational thoughts and converted into rational thoughts through one of the typical REB techniques, namely disputing. Intervention is said to be successful when the counselee is able to think rationally, properly manage emotions and behave adaptively. Based on this explanation, it is hoped that guidance and counseling teachers will be able to recognize the burnout symptoms experienced by students so as not to adversely affect their learning achievement or hinder the achievement of their developmental tasks as adolescents. It is also recommended that BK teachers use the REB-based counseling package as an effort to reduce high school students's burnout.

3 ConclusionReferences

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