

Rational Emotive Behavior Therapy to Improve Students' Self-Adjustment at Ummil Mu'Minin Islamic Boarding School

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ABSTRACT

This study aims to assess the effectiveness of Rational Emotive Behavior Therapy (REBT) in improving student self-adjustment. Self-adjustment refers to the development of individuals in understanding themselves and their ability to socialize effectively, leading to a harmonious relationship with both themselves and their environment. This capability enables them to address situations and meet environmental demands maturely and efficiently. The research involved 80 adolescent students residing in boarding schools, aged between 13 and 17 years. It utilized an experimental design known as the One Group Pretest-Posttest design. This involved administering a pretest before the treatment and a posttest afterward to evaluate the effects of the intervention on the experimental group, which consisted of 15 students. Simple random sampling was employed to select participants for the study. Data collection was conducted offline using a self-adjustment scale distributed on paper. For data analysis, the Mann-Whitney U test was utilized. The results of this statistical test indicated a p-value of less than 0.05 ($0.000 < 0.05$), suggesting that the therapy had a significant impact on self-adjustment. The results showed differences between the pretest and posttest scores for the experimental group after they received Rational Emotive Behavior Therapy treatment. These findings demonstrate that Rational Emotive Behavior Therapy effectively improves students' self-adjustment

INTRODUCTION

Self-adjustment is the process of individual development in understanding and deepening themselves, as well as establishing good social relationships, so that harmony is created between themselves and the environment. This allows individuals to face various situations and environmental demands maturely and efficiently (Mariah et al., 2016; Rahmadi & Nasution, 2022). In adolescence, a critical developmental phase, individuals face various complex physical, emotional, and social changes (Hurlock, 1980). Schneiders (1964) defines self-adjustment as an individual's ability to adapt positively to the environment, even in difficult or limited situations. The issue of self-adjustment is a major challenge that affects the psychological well-being and development of adolescents. Self-adjustment is one of the important assets for adolescents to be accepted by their environment and develop optimally (Rahmadi & Nasution, 2022). One of the challenging developmental phases is the transition from elementary education to junior high school. At this level, teenagers face challenges such as a larger school environment, a greater number of teachers and subjects, and an increased workload (Ellias, Tobias, & Friedlander, 1999 in Rahmat, 2004).

This situation demands high adaptability, especially for teenagers who continue their education at Islamic boarding schools. They have to live far from their parents in a new environment, where Islamic boarding schools are Islamic educational institutions that focus on religious learning. Islamic boarding schools play a significant role in improving moral and moral education (Fitri & Ondeng, 2022; Komariah, 2016; Maruf, 2019). Santri, as students in Islamic boarding schools, must comply with the applicable rules and regulations. The diverse backgrounds of students, both in terms of culture, language, economic status, and age, often become a factor in the emergence of challenges in adapting (Pritaningrum & Hendriani, 2013).

Some students often face difficulties adapting, which can be seen in violating rules such as skipping activities. Schneiders (1964) stated that factors such as physical condition, maturity level, psychological state, environment, and culture affect the ability to adjust. Difficulty adapting can also trigger irrational beliefs that hinder the adjustment process. These beliefs often give rise to feelings of inferiority, stress, insecurity, or obstacles in establishing social relationships, which further exacerbate their difficulties.

For example, students at the Ummil Mu'minin Islamic Boarding School come from various family backgrounds, including families who are not familiar with Islamic boarding school life. These differences affect their understanding of life at the boarding school, including the obligation to obey rules that are very different from life at home. In addition, negative emotions triggered by irrational beliefs are also a challenge. Feelings such as stress, lack of confidence, and academic inability worsen their ability to adapt (Lumbanbatu & Simbolon, 2023; Nuryani, 2019).

Haber and Runyon (1964) stated that adjustment is an individual's effort to overcome conflict, problems, and frustration by aligning internal and external demands. Interventions such as Rational Emotive Behavior Therapy (REBT) are effective in improving adaptive skills (Astinah & Widiasmara, 2023; Farokhzad, 2012). This approach aims to help individuals identify, challenge, and change

their irrational beliefs so that more adaptive behaviors can emerge (Ellis, 2011; Gunarsa, 2011). Previous research has shown that REBT can reduce irrational beliefs and improve individuals' adaptive skills. This study focuses on adolescent students who face adaptation challenges in Islamic boarding schools, both those who are new and those who have lived there for a long time but still have difficulty adapting. The intervention program aims to help students improve their adaptive skills, considering its significant impact on their mental well-being and overall development.

LITERATURE REVIEW

Self-Adjustment

Self-adjustment is the ability to control oneself from various pressures, both physiological and psychological, and to handle them appropriately to meet life's needs by acceptable laws and customs, which include personal, social, and academic adjustments (Schneiders, 1964; Santrock, 2006; Hurlock, 2002). Haber & Runyon (1984) state that effective self-adjustment is Self-adjustment is an individual's effort to overcome internal conflicts and frustrations to align internal demands with their environment. Individuals who are less able to adapt to the situations and conditions they are facing are very likely to experience an imbalance in their physical condition. It is not uncommon for this to lead to the emergence of psychological disorder symptoms based on factors such as anxiety, fear, and worry. Adjustment can also be defined as the harmony between the parts within oneself, whether in the form of thoughts, actions, or feelings towards the order of the environment (Watson, 2012; Prien, et al., 1979).

It is natural for individuals who have just settled in a new area or joined a new group to experience adjustment difficulties. Because there may be differences in judgment between one individual and another regarding visible behavior, thoughts, and feelings. Several characteristics mentioned by Prien et al. (1979) indicate that individuals experiencing adjustment failure exhibit withdrawal behavior, reactive behavior, psychological disturbances, and a decline in enthusiasm for work and activities.

Sinha and Singh (1993) explain that adjustment encompasses three main aspects, namely academic, social, and emotional. Academic adjustment not only reflects students' academic abilities but also involves learning motivation and satisfaction with their academic environment. Emotional adjustment relates to an individual's emotional stability, while social adjustment includes an individual's ability to interact and adapt with others and the surrounding social structure. Hurlock (2004) defines self-adjustment as the individual's ability to adapt to the surrounding group or society. Individuals who succeed in self-adjustment tend to exhibit positive attitudes and behaviors, making them accepted by their social environment.

Self-adjustment is defined as an individual's ability to make plans and organize responses to overcome obstacles, satisfy needs, and establish harmonious relationships with the environment (Chaplin, 1999 in Firmansyah, 2021; Sundari, 2005 in Pranata, 2022).

Based on various existing theories, self-adjustment can be defined as a dynamic process in which individuals learn to adjust their attitudes, behaviors, and ways of thinking to meet environmental demands. This process involves adapting to various rules and norms of life, especially in Islamic boarding schools, whether academic challenges or social relationships. Low adaptability can cause individuals to respond to situations with feelings of inadequacy or unworthiness. If your work is quantitative, please provide previous research that agrees or rejects your proposed hypothesis.

Some types of personal adjustment, according to Schneiders (1964), are as follows: (a) Personal adjustment is self-adjustment directed towards oneself, which includes emotional, physical, moral, sexual, and religious conditions. This personal adjustment includes a person's ability to accept themselves, which contributes to the formation of harmonious relationships between them and their surrounding environment. (b) Individual social adjustment is the adaptation to the social environment that requires a relationship between the individual and groups such as in schools, homes, and communities. Individuals must be ready to follow the social values and norms that prevail in their society. These social values and norms are not the same as the values and norms that apply in every community or cultural group, and individuals strive to adapt to these rules to live. (c) Personal Academic Adjustment refers to how an individual adapts to the academic needs in an educational institution, including motivation to learn, academic performance, and satisfaction with the academic environment.

The specific characteristics of self-adjustment according to Schneiders (1964) are as follows: (1) Self-knowledge and insight. To achieve self-adjustment, every individual must understand their abilities and limitations. When individuals do not know their strengths and weaknesses, they will easily feel confused by the demands and problems they face. Thus, behaviors such as easily blaming others, forgiving inappropriate behavior they receive (being less assertive), easily blaming themselves, and developing poor self-defense mechanisms by avoiding problems often emerge. This indicates poor self-adjustment. (2) Self-objectivity and self-acceptance. Individuals can accept the realities they experience and view them objectively. (3) Self-control and self-development. It means directing individuals toward impulses of the heart, thoughts, feelings, and behaviors that may arise from the laws applicable to society. So that the thoughts and behaviors that emerge can be accepted. People who can adapt well can control their behavior and easily adjust. (4) Personal integration. It is a characteristic of self-adjustment described by the consistency and harmony of an individual in expressing thoughts, feelings, and behaviors. (5) Well-defined goals and goal direction. Individuals who have clear and well-identified goals will feel the drive to achieve them by acting in a more directed and organized manner. Thus, it can help improve self-esteem. (6) Adequate perspective, scale of values, and philosophy of life. It is a collection of ideas, beliefs, and principles that serve as a framework for thinking, behaving, and forming social relationships. Thus, with the presence of knowledge, ideas, values, or principles possessed by individuals, it will be more possible for them to reduce anxiety. Individuals will be more capable of prioritizing the problems

they face, which will help them form good self-adjustments. (7) Sense of humor. Characteristically, people who have good adaptability also possess a good sense of humor. Individuals like this have the mindset that life certainly has many stressful aspects, but on the other hand, there are also many joyful things. (8) Sense of responsibility. Responsibility is an important aspect of maturity and a crucial element needed for adjustment. (9) Maturity of response. Maturity of response is an important criterion in effective self-adjustment. Good adaptation requires maturity in every aspect of human behavior. If there is a failure or deficiency in one area, it will allow for maladaptation to occur. (10) Development of worthwhile habits. The success of self-adjustment is influenced by habitual behavior. The habit of caring for others becomes an important characteristic for achieving adjustment and peace of mind. (11) Adaptability. The ability to adapt becomes very important in achieving the ability to adjust. (12) Freedom from disabling or symptomatic responses. Someone who can think ahead before responding to something shows good self-adjustment. (13) Ability to get along with and take an active interest in other people. Humans are fundamentally social beings. So, to achieve a good standard of adjustment, one must be able to socialize and build social relationships with others. This can be demonstrated through the development of feelings of sympathy, empathy, and affection towards others. So that a social order can be formed where conflicts can be resolved satisfactorily when they arise. (14) Wide range of interest in work and play. The variety of demands in both work and play allows individuals to easily become bored and lose interest in performing those tasks. This illustrates that the individual's adjustment is poor. Thus, one way to achieve successful social adjustment is by discovering various interests in new things that are found. (15) Satisfaction in work and play. Individuals who can coordinate their activities with their hobbies or interests tend to have achieved good self-adjustment. (16) Adequate orientation to reality. Good adjustment also requires orientation to reality even when facing differences.

Self-adjustment is not only determined by the extent to which an individual's physiological and psychological needs can be met. But it can also depend on other things, like the person's ability to wait for their needs to be met or their willingness to work harder to get what they want while still following social norms that are okay with the environment (Goodstein, 1975). One of the prerequisites for understanding the process of achieving a state of adjustment is to first understand what the determining factors are. Several factors influence the process of adjustment (Schneiders, 1964; Haber & Runyon, 1984), including:

- 1. Physical Condition**

Physical health and body fitness greatly affect a person's ability to adapt. Physical health issues can hinder an individual's ability to actively participate in social and academic activities.

- 2. Intellectual, Social and Emotional Development**

Self-adjustment involves intellectual aspects (the ability to think critically and adapt to academic tasks), social aspects (the ability to interact and adapt to others), and emotional aspects (the ability to manage emotions in stressful situations).

3. Experience

Past experiences, both positive and negative, shape how individuals respond and adapt to new environments.

4. Environmental Conditions

The environment, including family, school, and community, has a strong influence on the process of adaptation. Support from family, friends, and teachers is very important in helping individuals adapt.

5. Culture And Religion

The system of values and norms, as well as the cultural and religious beliefs of individuals, influence the way they assess and respond to situations in daily life.

Rational Emotive Behavior Therapy

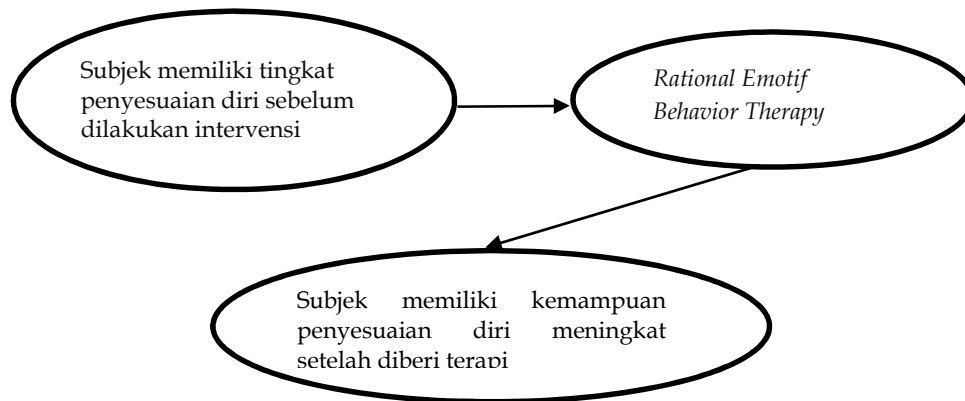
Rational Emotive Behavior Therapy (REBT) is one of the therapies that focuses on helping clients replace irrational beliefs with rational beliefs. According to Ellis (Nevid, 2005), irrational beliefs arise based on childhood experiences. Rational Emotive Behavior Therapy is part of cognitive-behavioral therapy, which emphasizes the close relationship between thoughts, emotions, and behaviors. Through this therapy, individuals are taught to identify irrational beliefs, change those thought patterns, and develop more adaptive and rational emotional and behavioral responses when facing certain situations (Ellis, 1962). The goal of Rational Emotive Behavior Therapy is to help individuals learn about themselves, find access to understanding their thoughts, feelings, and behaviors, and educate them to be more independent and not rely on the counselor to solve problems (Erford, 2016). The goal of Rational Emotive Behavior Therapy is to help clients unconditionally accept themselves, accept others, and unconditionally accept life (Dryden & David, 2008 in Erford, 2015). Meanwhile, according to Ellis (2002), Rational Emotive Behavior Therapy aims to (1) help clients gain insight into their self-talk, (2) help clients access their thoughts, feelings, and behaviors, and (3) train clients to function more effectively in the future without professional assistance.

The concept of Rational Emotive Behavior Therapy uses the ABCDE model (Corey, 2013). Activating event (A) contains the activating event, which is the situation that triggers the emergence of beliefs in the client. The triggering event can be a current event, a past event, or a future event. Belief (B) contains the individual's beliefs that influence their thoughts and actions. Beliefs are divided into two types: rational beliefs and irrational beliefs. Rational beliefs are realistic, and logical, can be supported by evidence, and can help clients achieve their goals. On the contrary, irrational beliefs are rigid, and illogical, and do not help clients achieve their goals. Generally, irrational beliefs in clients are related to self-deprecating attitudes or blaming others. Consequence (C) is the emotional response or behavior of the client towards the belief held by the client about the activating event. The responses that emerge can be healthy responses such as worry, regret, and sadness, or unhealthy responses such as anxiety, depression, guilt, and feeling hurt. After A, B, and C can be identified, the next step is the dispute (D) phase, which is carried out in three stages: debating, discriminating, and defining. One of the most commonly used cognitive techniques in Rational Emotive Behavior Therapy is "disputation" against irrational beliefs. D can be

achieved through cognitive, emotive, and behavioral techniques. After conducting the confrontation, practice it further, and the client together will evaluate the effects (E) of the confrontation.

According to Albert Ellis' basic theory, this research discovered the presence of irrational thoughts, one of which is feeling anxious, stressed, or frustrated due to heavy demands, such as the obligation to study religion, high discipline, and living far from family; feeling useless, stupid, and failing to become a santri because they cannot achieve targets like their peers; and feeling that they are not capable enough to meet the academic or spiritual demands present in This sense of ineptitude causes anxiety and makes it harder to adapt to new situations. The kids' erroneous thoughts eventually lead to the appearance of adjustment problems.

The hypothesis of this study is as follows: "Rational Emotive Behavior Therapy (REBT) can improve self-adjustment among the students of Pondok Pesantren Ummil Mu'minin Mojokerto".



Picture 1. Conceptual Hypothesis

METHODOLOGY

The population in this study consists of 80 students from the Ummil Mu'minin Islamic boarding school. The research population is aged 13 to 17 years, during which they begin to feel shy and afraid to establish new relationships with others, especially to share about their psychological conditions (Unicef, 2021). Sugiyono (2014) says that the population is the area of generalization that includes things or people that have certain qualities and traits that the researcher chose to study and then came to a conclusion about. The selection of research subjects was conducted using the probability sampling technique with the simple random sampling method. Simple random sampling is a sampling method conducted directly on the sampling units, where each unit has an equal chance of being selected as a sample (Margono, 2004).

This technique can be used when the number of samples in a population is not too large; moreover, this technique is also often used to ensure that the samples taken are truly representative and free from bias. After the sampling process, it was found that 15 students had self-adjustment scores in the very low to low category. This study uses an experimental research type. The research design for this study is a pre-experimental research design with a one-group

pretest-posttest design approach. This is an experimental study that gives the experimental group a pretest before treatment and a posttest after treatment to compare the results before and after treatment (Sugiyono, 2001). The instrument used in this study is a self-adjustment scale based on the theory and aspects of Schneiders (1964). This scale was then modified to suit the context and characteristics of the research subjects. The researcher obtained data from approximately 50 research samples using non-parametric statistical data analysis. The Mann-Whitney U test does not require research data to be normally distributed and homogeneous. The Mann-Whitney U test is used as an alternative to the independent sample t-test. The criteria for the Mann-Whitney U test results are as follows: If the p-value < 0.05 , it can be interpreted that the hypothesis is accepted, and if the p-value > 0.05 , it can be interpreted that the hypothesis is rejected.

RESULT

The selection of valid items is restricted to those that have been evaluated to accurately measure the intended construct, with a corrected item index exceeding 0.2 or 0.3, hence indicating good validity (Azwar, 2017). Conversely, items on the scale with a corrected item index of less than 0.2 or 0.3 are deemed invalid and hence dismissed. The validity test of this study item is calculated using a corrected item index score threshold of more than 0.2, and data is processed using SPSS version 25 for Windows.

Table 1. Results of the Item Discrimination Test of the Self-Adjustment Scale

Analysi s round	Total Item	Alpha Cronbach	Item Number Dropped	Explanation
I	81	0,870	1, 7, 8, 9, 11, 13, 15, 16, 19, 20, 21, 22, 26, 29, 36, 38, 39, 42, 44, 51, 53, 55, 56, 58, 61, 62, 63, 67, 71, 74, 75, 76, 78, 79	The corrected item- total correlation ranges from -0.52 to 0.594 (>0.2).
II	47	0.902	-	The corrected item- total correlation ranges from 0.252 to 0.657 (>0.2).

The discrimination test of the 81-item self-adjustment scale shows that from one round of analysis conducted, 47 valid items were obtained and 34 were discarded due to having a corrected total correlation index < 0.2

Table 2. Series of Reliability Test Results

Variable	item Sahih	Cronbach's Alpha value	Explanation
Self-Adjustment	47	0,902	Reliable

The reliability test is conducted by comparing the Cronbach's Alpha value, which is at least 0.7. The reliability of the self-adjustment scale in the first round of analysis with 81 items showed a Cronbach's Alpha of 0.870. The second round of analysis with 47 items showed a Cronbach's Alpha value of 0.902. The results of the reliability test analysis indicate that the scale items are reliable.

Table 3. Analysis of pretest-posttest distribution

		N	Mean	Mean Rank	Sum of Ranks
Experimental Group	Pre-test	15	144,93	8,00	120,00
	Post-test	15	192,67	23,00	345,00
	Total	30			

The descriptive analysis results indicate that the mean pretest score is less than the mean posttest score (ME pre < ME post), with values of 144.93 < 192.67. This suggests an improvement in adjustment within the experimental group following the interventions. This suggests that the experimental group's adjustment skills improved as a result of the Rational Emotive Behavior Therapy intervention.

Table 4. Mann-Whitney U-Test

Aspect	N	Z	P < (0,05)	Explanation
Self-Adjustment	15	-4,672	0.000	Significant

The Z statistic value, which is the result of the Mann-Whitney U test calculation, is (-4.672), as indicated by the aforementioned statistical test results. This value suggests that the statistical analysis of the difference between the pretest and posttest demonstrated an improvement. The p-value is 0.000, which is less than the significance level of 0.05 (0.000 < 0.05). This suggests a substantial statistical increase in the discrepancy between the pretest and posttest results. The results of the Mann-Whitney U test confirm the research hypothesis, which is accepted. This implies that the research subjects' capabilities differed before and after the therapy. Results from the statistical test showed a big difference, which suggests that Rational Emotive Behavior Therapy could help students at PP get better at adjusting. Ummil Mu'minin Mojokerto.

DISCUSSION

This study aims to determine whether Rational Emotive Behavior Therapy (REBT) is effective in improving the adjustment ability of students at Islamic boarding schools (Pesantren). Before the therapy was administered, measurements were taken to determine the level of adjustment possessed by the subjects. After the last therapy session and home assignment have been conducted, measurements are also taken to determine changes in the subjects' adjustment after therapy has been administered. The hypothesis is accepted because the results of the hypothesis test showed that Rational Emotive Behavior Therapy can help students get along better with others.

The data analysis that has been conducted shows that there is a significant difference in the level of adjustment. The results of this test are reinforced by the difference in scores obtained between the ME pretest < and ME posttest. The level of improvement in self-adjustment scores obtained indicates that there was an increase in post-test scores compared to pretest scores. This indicates that rational emotive behavior therapy (REBT) is effective in improving the self-adjustment of students.

A more rational change in thinking makes the subject more realistic and objective and has rational considerations. This is because the subject has accepted and acknowledged the errors in their thinking process all this time. The process began with a change in thinking based on accepting the current conditions and situations, acknowledging the benefits of the steps taken by the parents to place him in the pesantren, and recognizing the basic need to build more effective communication with the parents. This condition is in line with Erford's (in Astinah & Nur, 2023) view of the Rational Emotive Behavior Therapy process related to belief, which must be one of the fallacies in thinking. The achievement of rational thinking is also supported by the counselor's ability to facilitate a confrontation against the subject's irrational beliefs by debating irrational thoughts and helping the subject redefine their thinking. Additionally, the counselor brings the subject to a stage of awareness by presenting new thoughts, allowing the subject to improve their feelings and abandon previous irrational ideas.

During Rational Emotive Behavior Therapy, it became clear that the subjects had negative thoughts about themselves while they were at the pesantren. These thoughts turned into irrational beliefs, which messed up their mental and physical health. The majority of the research subjects have problems stemming from their families, which trigger negative thoughts such as feeling abandoned, lacking affection, being unworthy of pride, and feeling worthless. The condition of the subjects, who do not yet understand the relationship between emotions and behavior, further supports these irrational thoughts. The subject also stated that the change in responsibilities and the dense activities while at the Islamic boarding school triggered various irrational thoughts related to themselves, resulting in unstable emotions, restlessness, easy giving up, despair, frustration, feeling worse than other friends, and experiencing problems with social relationships. The impact of these conditions shows that the subject experiences difficulties in adjusting, such as skipping activities, arriving late, and struggling to build social relationships within the pesantren environment. This is

supported by research conducted by Nuryani (2019), which states that difficulties in adjusting will affect academic performance, increase vulnerability to stress, lower school well-being, reduce achievement motivation, and may lead to academic procrastination. Thus, the more difficult it is for adolescents to adjust to themselves and their social environment, the more likely they are to experience stress that leads to adjustment problems, which in turn will affect their academic success (Azara & Noorrizki, 2019; Mu'jizatullah, 2019; Nuryani, 2019).

Rational Emotive Behavior Therapy includes numerous stages grouped into five primary sessions that aim to turn students' illogical beliefs into more sensible ones. In this study, pragmatic emotional behavior therapy assists students in group dynamics with decision-making by transforming negative and irrational ideas and behaviors into more rational and effective ones. The first session began by approaching the facilitator to learn about the subject's background, difficulties, and agreement to participate in therapeutic activities till completion. The second session focuses on identifying negative thought patterns and analyzing automatic negative ideas that arise in daily settings. The third session focuses on conceptualizing the problem using the ABCDE paradigm. This is done to study the naturally occurring negative thoughts, challenge them, and replace them with fresh, more rational, and positive beliefs. Participants in this session also receive relaxation treatment to help them control their emotions when they recall events that cause them to think negatively and irrationally. This helps children stay calm while learning new behaviors in group conversations. The fourth session included an active discussion between the facilitator and the subjects to establish a new mindset with more realistic implications, ensuring that each subject felt confident in adopting the new beliefs they had uncovered. The subjects then undergo behavioral studies to test the newly developed beliefs through daily behaviors. Each research subject is also asked to help each other succeed as they carry out their concrete acts. The fifth session is an evaluation, to continually evaluate the effects of the work made.

CONCLUSIONS AND RECOMMENDATIONS

The research findings and discussion in this study suggest that the theory is correct. Rational Emotive Behavior Therapy (REBT) is particularly effective at improving students' self-adjustment situations. The treatment will only be effective if both the therapist and the patients cooperate. People who attend therapy must actively participate in all sessions until they finish and demonstrate a willingness to use what they learn in their daily lives. Support from influential persons outside of treatment, particularly the parents of the students engaged in the study who were eager to increase contact with the participants, has emerged as a critical external element influencing the therapy's effectiveness.

FURTHER STUDY

All research possesses inherent limitations. So, future studies should look into how different types of therapy, like rational emotive behavior therapy, can help students become more flexible by looking at things like their level of social support and self-confidence. Research must be conducted with a bigger sample

size and extended intervention duration to achieve more precise and generalizable results. Future studies may adopt a qualitative methodology to gain a deeper understanding of the experiences and adaptation difficulties faced by students in their daily lives.

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