

# Alternative Counseling Interventions in Improving Self-Esteem of Students' Subjective Well Being: A Literature Review

Risky Kurnia Perdana<sup>1</sup>, Agus Basuki<sup>2</sup>, Intan Prawitasari<sup>3</sup>

<sup>1</sup> Universitas Negeri Yogyakarta, Indonesia; riskykurnia.2020@student.uny.ac.id

<sup>2</sup> Universitas Negeri Yogyakarta, Indonesia; agus\_basuki@uny.ec.id

<sup>3</sup> SD Muhammadiyah 15 Surabaya, Indonesia; prawita78@gmail.com

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## ABSTRACT

The implementation of educational activities involved a learning process including knowledge and skills with developing student character. However, in the learning process, there are some problems occur. The problems were usually related to the negative attitudes and traits shown by students. The negative attitudes and traits shown by students caused by low self-esteem. The purpose of this study was to describe the alternative in counseling interventions through Guidance and Counseling, Rational Emotive Behavior Therapy (REBT) to increased students' self-esteem and to show the effect of self-esteem on students' subjective well-being. This research used a qualitative approach. The data analysis technique used is qualitative data analysis, where the data comes from the study of literature assertive training, cognitive, behavioral, and modeling. The result of this study is self-esteem and subjective well-being can improve by Rational Emotive Behavior Therapy or REBT.

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### **Corresponding Author:**

Risky Kurnia Perdana

Universitas Negeri Yogyakarta, Indonesia; riskykurnia.2020@student.uny.ac.id

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## 1. INTRODUCTION

Education is one of the processes undertaken by a person to be able to develop into a useful human being for himself or others, because through education a person will be able to understand and develop their own potential. Everyone wants a person who can develop all their potential optimally and become someone who has a better personality (Saiful & Nikmarijal, 2020). In educational activities there will be a learning process to transfer knowledge and skills accompanied by developing student character (Refnadi, 2018). However, in the learning process there are certainly still problems that occur. Problems that arise are often related to students' negative attitudes and traits such as lack of student confidence, not being able to communicate well between friends, not doing the assignments given by the teacher, not obeying school rules, skipping school, smoking and drinking alcohol (Saiful & Nikmarijal, 2020). The negative attitudes and traits shown by these students were caused by the low level of self-esteem student.

Self-esteem related to the way a person perceives or evaluates himself until the formation of a positive or negative self-concept (Fauziah & Setyowati, 2019). Self-esteem can also be interpreted as a person's explicit or implicit attitude towards oneself on the assessment of one's own self-worth (Schwarz, 2010). This self-esteem will determine the success of students in achieving the desired goals. The high self-esteem that students have will result in having high confidence, where he is optimistic that he thinks he can pass all the obstacles he will face so that students will be motivated seriously in achieving the desired goals and can lead to achievement in learning (Mahdoni et al., 2017; Masrukoyah, 2018). Conversely, for someone who has low self-esteem considers himself unable to face all obstacles so that there is no motivation to learn and can lead to not achieving learning achievement. (Kaharja & Latipah, 2016).

One of the factors that influence self-esteem is subjective well-being (Aulia, 2020; Utami & Budiman, 2015). Subjective well-being can be said with subjective well-being or happiness (Aulia, 2020). Happiness is a subjective assumption, depending on oneself who feels whether he is happy or not (Bukhari & Khanam, 2015). Someone who has good subjective well-being tends to have a strong body defense, is more active, is more altruistic, self-confident, has good social relations and has better conflict resolution (Kruglanski et al., 2018). Individuals who have high subjective well-being will be able to maintain their emotional well-being and deal well with the problems they experience, while individuals who have low subjective well-being tend to have negative feelings such as when they feel low self-esteem, resulting in feelings of anger, anxiety and even depression. can be depressed (Diener & Oishi, 2015). It can be revealed that people who have low levels of self-esteem will also have low levels of subjective well-being (Safarina, 2016). Therefore, increasing self-esteem in order to create high subjective well-being is needed by students. This increase in self-esteem can be done by taking a counseling approach given by practitioners in schools or Guidance and Counseling teachers so that it can minimize students from negative behaviors due to academic stress experienced because students have not been able to accept and appreciate their abilities and can adapt to their environment. The right counseling approach used is an approach that can direct students to always think logically and change their mindset (Ikbal and Nurjannah, 2016).

Based on the explanation above, it is necessary to have a literature review regarding alternative counseling interventions to improve self-esteem to subjective well-being student. Counseling intervention In this literature review, it focuses on Rational Emotive Behavior Therapy (REBT) counseling which changes irrational to irrational thinking patterns regarding self-esteem on students' subjective well-being, so that it can be applied by practitioners in the field of Guidance and Counseling and future researchers.

## 2. METHOD

### a. Type of Research

This research uses the type of literature study research which is this research method is used to describe self-esteem and well-being through the REBT technique. Literature study has various reference sources such as several previous relevant research results, books, articles, and both national and international journals that are useful in obtaining a theoretical basis on the problem under study.

### b. Research Procedure

This library research procedure is used to develop concepts and descriptions of self-esteem and well-being. As for the steps from literature study according to Zed 1) have a general idea about the research topic, 2) looking for information that supports the topic, 3) emphasize the research focus, 4) search and find reading material, 5) review and enrich reading material, 6) classify materials reading and start writing.

### c. Data Source

The data sources in this study contain elements of novelty within the last 10 years and are relevant to the topics to be discussed by researchers both nationally and internationally. In addition, the instrument used in this research is a literature study of documentation. Various journals form national

and international will be analyzed to find the right concept. Journals and articles as well as several other online sources can be found on the official website and have accredited and recognized journals.

#### d. Data Analysis Technique

Data analysis technique used in this research is to use content analysis method. In this analysis, the process of selecting, comparing, combining and sorting various meanings is carried out to find the relevant one. To maintain the immutability of the assessment process and prevent and overcome miss information, inter-library checking and rereading are carried out. The reading materials found and used as research materials are presented in the following table:

No.	Writer's name	Year	Journal	Title
1.	M. Ikbal	2018	<i>Guidance and Counseling Journal</i>	Improving Self-Esteem by Using a Rational Emotive Behavior Therapy Approach for Class VIII Students at SMP Muhammadiyah Jati Agung, South Lampung
2.	Erina Gita Lestari, Masturi & Indah Lestari	2020	<i>Journal of the Pedagogic Initiative</i>	Application of Rational Emotive Behavior Therapy Assertive Training Techniques to Overcome Low Self-Esteem
3.	E. Masrukoyah	2018	<i>Quanta</i>	<i>Rational Emotive Behavior Therapy</i> to Increase Self-Esteem in Middle School Students Victims of Bullying
4.	Sekar Octavia, 2020	2020	Essay	The Role of REBT with Homework Assignment Techniques to Increase Self-Esteem of Victims of Verbal Bullying in Middle School Children in Bojongnangka Village, Pemalang District, Pemalang Regency
5.	Christina Dyah Ayu Puspaningtyas, Mulawarman & Sunawan	2018	<i>Indonesian Journal of Guidance and Counseling</i>	Improving Self Esteem of Students Victims of Domestic Violence Through Group Counseling with Modeling Techniques
6.	Saiful & Nikmarijal	2020	<i>IJoCe: Indonesian Journal of Counseling and Education</i>	Improving Self Esteem Through Individual Counseling Services Using a Rational Emotive Behavior Therapy (REBT) Approach
7.	Windy Febi Aulia	2020	<i>Psyche Scientific Journal</i>	Self Esteem on Subjective Well Being on Container Transport Driver Labor
8.	Mufied Fauziah, Aprilia Setyowati, Siti Muayana	2019	<i>Journal of Guidance and Counseling Research</i>	Self Esteem State Vocational High School (SMK) Students in Yogyakarta City
9.	Fitrianur, Nina Zulida Situmorang & Fatwa Tentama	2018	Seminar and Call for Paper "Positive Psychology in Dealing with Multigeneration"	Factors Affecting Subjective Well-Being in Street Mothers

### 3. RESEARCH RESULTS AND DISCUSSION

#### a. Results

The study of alternative REBT counseling interventions on self-esteem and well-being is summarized as follows:

1. In journal 1: based on the results of research in this journal, it shows that low self-esteem can be improved by using Rational Emotive Behavior Therapy intervention counseling or abbreviated as REBT.
2. In journal 2: based on the results of research, the success rate of assertive training techniques is effectively used to overcome low self-esteem in students so that students can develop optimally. This is evidenced by a change in the mindset and feelings and behavior of the counselee. The counselee is able to increase self-esteem besides that there is a change in negative thinking patterns to be positive in student behavior.
3. In journal 3: this study focuses on increasing the self-esteem of students who are victims of bullying, when viewed from the average, the increase in the experimental class is higher than the control class. Thus, it can be stated that the application of the REBT technique is effective in increasing the self-esteem of students who are victims of bullying.
4. In journal 4: the results of the study show the results of descriptive statistical analysis that the self-esteem of victims of verbal bullying before REBT services with the homework assignment technique is in the low category. The role of REBT services with homework assignment techniques can increase the self-esteem of victims of verbal bullying in junior high school students. In the high category, it means that the child is able to become more confident.
5. In journal 5: the results of this study show counseling REBT group approach modelling technique is effective to increase self-esteem of students who are victims of domestic violence. The last result is that there are differences in the level of self-esteem of students before and after receiving treatment because of an increase in student self-esteem before and after receiving services.
6. In journal 6: the use of REBT counseling is considered effective in dealing with low self-esteem problems. Students who experience low self-esteem can be directly handled through counseling services with the REBT approach so that irrational thoughts that lead to negative judgments about themselves can be changed or replaced with rational thoughts so that they can bring up positive judgments on themselves.
7. In journal 7: this research produces information that the higher the self-esteem, the higher the subjective well-being and vice versa. In addition, there is a relationship between self-esteem and subjective well-being.
8. In journal 8: the results of this study indicate that the level of self-esteem of vocational students is in the moderate category, which means that students are able to evaluate and start themselves positively, both seen from the three main areas of adolescent interaction, namely home, peer and school.
9. In journal 9: a review of this paper shows that income, religiosity and size, personality and social support can affect subjective well-being.

#### b. Discussion

#### **Alternative Counseling Intervention Rational Emotive Behavior Therapy (REBT) in Improving Students' Self-Esteem**

Students who have low self-esteem consider themselves unable to protect themselves from negative actions taken by others such as bullying. Students who have mental and physical weakness who are usually the target of bullies. Bullying occurs because of differences in strength, students who have low self-esteem will often become victims of bullying because they cannot fight back against arbitrary actions committed by others. According to research conducted by Masrukoyah (2018) Low self-esteem due to bullying can be overcome by conducting REBT group counseling activities. These activities are proven to make a person appreciate and accept their weaknesses so that they can increase

self-esteem. It is the same with research Octavia (2020) which revealed that there was an increase in the level of self-esteem of junior high school students in Bojongsangka before and after the REBT approach to students who were victims of bullying. Prior to the REBT approach service with the homework assignment technique, students had low self-esteem with an achievement rate of 47%, but after the service was carried out, students had high self-esteem with an achievement rate of 53%.

Self-esteem This low level can be seen from students whose minds are not focused on learning in class, for example, they daydream a lot compared to paying attention to the teacher's explanations, never ask or give opinions, cannot get along with friends, find it difficult to accept criticism and suggestions and always think negatively. Lestari, Masturi, & Lestari (2020) states that students who have low self-esteem can be handled by changing the student's mindset and attitude. Changes in the mindset and attitudes of students are expected to be confident, show self-expression, dare to play with friends, accept criticism and suggestions from others, dare to express opinions, and always think positively. Changes in students' mindsets and attitudes can be done through the Rational Emotive Behavior Therapy (REBT) approach using assertive training techniques. This Assertive Training technique can train and familiarize students to be able to adjust themselves towards a good mindset so that it will encourage students to always think rationally.

Ikbal and Nurjannah (2016) also conducted research on 12 eighth grade students at SMP Muhammadiyah Jati Agung, South Lampung who had low self-esteem. These students have low self-esteem because they tend to think irrationally about themselves and others and believe in assumptions that are not certain the truth. Efforts to overcome these problems by conducting individual counseling, namely the Rational Emotive Behavior Therapy (REBT) approach using behavioral and cognitive techniques. This counseling contains about teaching students to be able to behave firmly against all those who insult, humiliate and oppress them. The results of the study proved that through the Rational Emotive Behavior Therapy (REBT) approach it could increase self-esteem by 33.25 scores seen from pretest and posttest distributed before and after Rational Emotive Behavior Therapy (REBT) counseling.

Study Puspaningtyas, Mulawarman, and Sunawan (2018) also stated that students who have low self-esteem due to domestic violence can also be resolved using the Rational Emotive Behavior Therapy approach, especially through group counseling using modeling techniques. Students who experience violence in the family tend to be rebellious children and have high aggression, while there is a contradiction between aggression and self-esteem, if the aggressive behavior is high, the self-esteem will be low (Morsunbul, 2015). Low self-esteem is related to low self-esteem. The results showed that after group counseling, students who had low self-esteem turned into students who were more confident in dealing with their friends and could work together with group friends.

### **Role Self-Esteem on Subjective Well-Being Students**

Subjective well-being is an assessment of a person's life by weighing his feelings on the life he has lived (OECD, 2013). One of the most influential factors on people's subjective well-being is a person's personality, especially self-esteem, because this personality variable describes consistency with subjective well-being. When someone feels unhappy, it turns out that self-esteem will be in a declining state (Fitrianur et al., 2018). This is in accordance with the research carried out Khairat and Adiyanti (2016) which states that 53.4% have an effect on subjective well-being, namely self-esteem. Students who always consider their lives positively will grow well-being. The highest contribution to student self-esteem is body image and friends. This shows that students really pay attention to body posture and circle of friends Hamdana and Alhamdu (2016) also stated that the most influential social interactions on a person's self-esteem are friends and family.

Kelvin and Setianingrum (2020) revealed that there is a positive relationship between self-esteem and subjective well-being, where 46.5% self-esteem affects a person's subjective well-being. The higher the self-esteem, the higher the level of a person's subjective well-being. Someone who has high self-esteem will increase his sense of happiness (Compton & Hoffman, 2019). This is in accordance with what was experienced by students of SMK Negeri 7 Surakarta, Pratiwi and Permadi (2016) conducted a

subjective well-being study of 79 students of SMK Negeri 7 Surakarta. The study resulted in students having high subjective well-being, marked by students feeling grateful for their economic conditions. The low economic situation does not affect students' participation in learning, students are still enthusiastic about participating in learning so that they can change the family's economic situation in the future. This shows that students' mindsets are always positive which leads to high self-esteem (MS Utami et al., 2018). Self-esteem can affect subjective well-being by 52.8%, while 47.2% is due to other influences.

Feelings play an important role in an individual's psychological well-being. Research conducted Pu, Hou, and Ma (2017) of 400 students from four universities in China resulted that locus of control, trait anxiety, and self-esteem were significantly correlated with subjective well-being. Anxiety traits and self-esteem partially mediate the impact of locus of control on subjective well-being. In addition, there is a significant path from locus of control to subjective well-being through the nature of anxiety and self-esteem. Therefore, locus of control, trait anxiety, and self-esteem have a significant influence on subjective well-being.

#### 4. CONCLUSION

The problem that is often faced by students is low self-esteem. Low self-esteem will have an impact on the learning process, for that it is necessary to increase students' self-esteem. Rational Emotive Behavior Therapy (REBT) counseling service is one way that can increase self-esteem. Increasing students' self-esteem will affect the increase in students' subjective well-being. Students who have low self-esteem have a low level of subjective well-being, while students who have high self-esteem have a high level of subjective well-being.

Literature review on alternative counseling interventions regarding self-esteem to subjective well-being students in the field of Guidance and Counseling are expected to help and useful for readers, practitioners in schools and future researchers. For further researchers, they can conduct applied research or direct action in order to find out more concrete results.

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