

The Concept of Rational Emotif Behavior Therapy Approach in Building Self-Esteem for Slow Learner Children

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Abstract

This article describes the concept of Rational Emotive Behavior Therapy in building Self-Esteem for slow learner children. The REBT concept helps clients learn to challenge irrational thinking and develop thinking habits in practical and rational ways. This shift allows the individual to have a more effectively and ultimately experience healthy emotions. Descriptive research including library research using comparative studies of systems or concepts. The concept used is the A-B-C-D-E-G model in building the Self Esteem of slow learner children. The stages of self-esteem formation with the concept of Rational Emotive Behavior Therapy change individual cognitive processes in the form of perception, meaning, judgment, and it plays an essential role in the development and maintaining emotions and behavioral responses. It reduces dissatisfaction with body image and unconditional self-acceptance; accepted beliefs or not being accepted is not something to regret because it is not terrible.

Keywords

concept rational emotif behavior therapy; self esteem; slow learner



I. Introduction

Slow learner children have cognitive abilities below the average of their peers, and they strive to develop their potential to follow academic goals in public schools (Ruhela, 2014; Novitasari et al., 2018). The condition of children who have extraordinary potential is suitable to be introduced to disaster preparedness learning (Amelia et al, 2019). Meanwhile, the existence of slow learner children in public schools has received less attention because of obstacles that cannot be observed directly. Slow learner children do not have physical differences from normal children (Mami & Arayesh, 2010). Barriers to slow learner children will only appear after participating in the learning process (Hartini et al., 2017). The problems experienced by slow learner children in the learning process are having concentration problems, not working on questions that have many facets or complexes, difficulty finding and combining words, so they are unable to express ideas (Chauhan, 2011; Borah, 2013). Learning is the process of changing behavior due to interactions among individuals and the environment. Changes in behavior include changes in knowledge, understanding, attitudes, skills, motivation, interests, thinking abilities and so on (Rafida and Harahap, 2020).

The difficulties experienced by slow learner children in following the learning process resulted in poor learning achievement (Stahlecker, 1964). As a result, slow learner children' ability lower than their friends. From this mismatch, slow learner children get a "label" as stupid child (Pandy, 2012). The treatment made them feel inferior, not confident, which ultimately affected their social condition (Yekta et al., 2011). The problems faced by slow learner children are vulnerable to make them have a low sense of self-esteem. Self-esteem affects social skills and academic achievement at school (Daw & Hammoud, 2015).

The factor that causes low self-esteem in slow learner children is that they believe that other people will not like them and do not want to try to change perceptions that are not necessarily true (Will et al., 2020). As a result, slow learners feel pressured and annoyed with the social environment and negatively view themselves (Campbell, 1990).

Engagement and good social relationships will affect the formation of self-esteem (Bulanda & Majumdar, 2009) because it can make an attachment, get warmth, trust, support, affection, and it can be used as low self-denial and self-positivity (Harris et al., 2015). Slow learners must deal with threats by focusing on their social qualities, seeking interpersonal feedback and becoming more interdependent with others (Crocker & Park, 2004). In shaping the self-esteem of slow learner children, the researchers tried to change their perception of the Rational Emotive Behavior Therapy approach. Slow learner children must change their irrational thinking towards the environment, focus on rationalization and triggers pressure, determine strategies to neutralize thoughts that cause negative self-confidence, less judge and inefficient beliefs that can hinder the better progress, recognize the factors that cause vulnerability in individuals, so they can plan new behaviors to be carried out (Shoaakazemi et al., 2014).

II. Research Method

This research is descriptive analysis research by regularly describing all concepts that are relevant to the discussion. The step taken is to collect data properly to be analyzed. This research includes library research using a comparative study of systems or concepts. While the data collection method used is the documentation method by collecting data that supports research on the self-esteem of slow learner children and rational emotive behavior therapy. In analyzing the data obtained, the researchers used the content analysis method. The analysis displayed in the discussion is more profound than the content or information written or printed in mass media (Arikunto, 1983).

III. Results and Discussion

Self Esteem is vital in encouraging students to understand academic demands, challenges, and as a result, they do not feel socially pressured. Children with high self-esteem tend to feel more confident and steady in completing academic tasks (Mulyadi et al., 2016). The aspects for slow learner children in assessing themselves in forming self-esteem, are: aspect of feeling valuable, aspect of feeling capable, and aspect of feeling accepted (Coopersmith, 1967).

3.1 Valuable Feeling

Valuable Feeling is helping slow learner children from feelings that they are valuable and vice versa can also respect others. When a person can adapt his/her actions, can express himself, and accept criticism and control external threats, those are the characteristics of having feelings of worth (Crocker & Park, 2004).

3.2 Feeling Capable

Helping slow learner children to raise their feelings when they can do something as expected well is called the distinct feeling of being able (Verberg et al., 2019; Mulyadi et al., 2016). Helping slow learner children learn and do new challenging activities continuously can encourage them to know their weaknesses; later, they will make a change in their lives efficiently.

3.3 Feeling Accepted

Helping slow learners have self-confidence that they are similar to others and certain environmental groups can accept them. Social support from the environment can help slow learner children form their self-confidence (Trani et al., 2020; Harris et al., 2015).

When viewed from the concept of the Rational Emotive Therapy approach, the assistance provided to clients is to do the following:

1. Help in giving awareness of the source of the problem situation
2. Believe that they are capable of tackling and overcoming problems
3. Help them to understand that their problems arise from their irrational beliefs
4. Detect their irrational and rational beliefs and discrimination among them
5. Analyze their irrational and rational beliefs
6. Ensure that their irrational belief is not illogical and not constructive, while their rational beliefs are actual, reasonable, and constructive (Windy Dryden, 2010).

The concept of rational emotive behavior therapy to grow self-esteem in slow learner children starts from how to help individuals from their belief that they can interact with others. When there is reciprocity with the person you are talking to, it can foster a sense of worth. Slow learner children will begin to dare express ideas, express what they feel, and do work as expected.

3.4 Discussion

The REBT concept focuses on specific cognitions, namely rational and irrational beliefs. Logical, empirical, and pragmatic reasonable assumptions. Officially supported and produced functional consequences (e.g., functional feelings, adaptive behavior, and psychophysiological health). Irrational beliefs are illogical, no empirical, and/or no pragmatic, and produce dysfunctional consequences (e.g., dysfunctional feelings, maladaptive behaviors, and unhealthy psychophysiological reactions) (David, 2015; Ellis, 2003).

REBT helps clients learn to challenge their irrational thinking and develop thinking habits in practical and rational ways. This shift allows the client to behave more effectively and, ultimately, to experience healthy emotions. REBT is the founder's approach to cognitive, multimodal, and integrative therapy. One thing that sets REBT apart from most other CBTs is its solid philosophical emphasis. It aims to help people achieve the three basic philosophies of REBT, namely unconditional self-acceptance, unconditional acceptance of others, and unconditional acceptance of life. To do this, he uses cognitive, emotional, and behavioral methods (Ellis & Ellis, 2019).

Through the concept of Rational Emotive Behavior Therapy model A-B-C-D-E-G in building Self Esteem for slow learner children by applying A: reactivate negative beliefs about oneself when doing something. B: explain the negative perception of slow learner children in doing something. C: with the explanation from B, it is hoped that the slow learner child will cause a negative or positive reaction to the slow learner child's self-confidence. D: keep the negative emotions that are felt not to feel depressed and tend to be antisocial. E: arise new behavior by eliminating negative emotions into positive emotions, namely having positive self-confidence to have self-confidence. G: determine to interact with other people and believe that they can do something at school well.

Belief is an essential determining factor in determining how a person can have feelings and behave to react to an event and situation. All actions are taken from what is thought and felt. A person's inability to adjust to the social environment begins with an irrational thought that everyone will like him and can accept him, whereas if someone cannot get the desired environmental situation, it is not something terrible (Froggat, 2003).

These four irrational beliefs are: the existence of heavy demands for slow learners so that they require self-tolerance so as not to cause frustration, which will eventually lead to accepting themselves and others (MacInnes, 2004). The stages of self-esteem formation with the concept of Rational Emotive Behavior Therapy change individual cognitive processes in the form of perception, meaning, judgment, and play an essential role in the development and maintenance of one's emotions and behavioral responses (Cajanding, 2016; Tiba & Manea, 2018; Shoaakazemi et al., 2014). Reducing their dissatisfaction with body image and unconditional self-acceptance (Lim et al., 2010; Outar et al., 2018; Othman & Yusoooff, 2010) Belief is accepted or not accepted is not something to regret because it is not something terrible (Nielsen, 2001; Popaa & Bochis, 2012; Pervichko, et al, 2013). When slow learners have positive self-confidence, it will build their self-confidence and suppress feelings of worthlessness (Majid, 2012; Othman & Yusoooff, 2010). Able to control emotions and not feel pressured (Madihie & Noah, 2013). With a comfortable and equal feeling with their friends, children will begin to form self-esteem so that they can do work at school as expected (Oh, 2021).

IV. Conclusion

The concept of Rational Emotive Therapy as an effort to build self-esteem for slow learner children can develop optimally like their peers. The concepts used refer to the basic concepts of A-B-C-D-E-G. It aims to change the way of thinking from irrational to rational and can change anti-social behavior to be able to interact with others to build confidence in doing work as expected.

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