

## THE EMOTIVE RATIONAL APPROACHES AND ITS EFFECTS ON STUDENT BEHAVIOR

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### Abstract

Religious teachers are very important in the moral formation of students, because morals are not enough just to learn, without any strategy to form a moral person. Cultivating the values of good morality have been familiarized in daily life, the habit will be something light. Emotional rational approach is assumed to be able to reduce the number of student delinquency in this problem. Emotional rational approach is an attempt to approach by improving through thinking patterns and eliminating irrational thinking patterns. So this study aims to reveal the effect of emotive rational approaches by religious teachers on student behavior at school. This research method uses quantitative methods, the sample of which is students and teachers of Religion in State Senior High School 4 of Bengkulu City. The results showed that the emotive rational approach affected the behavior of students in State Senior High School 4 of Bengkulu City. Proven by t test calculation of -21,897. While the Sig (2-tailed) value of 0,000 < 0.05 so it can be concluded that (**Ha**) is accepted and (**Ho**) is rejected, so Ha states that there is an influence of emotive rational approach to student behavior in State Senior High School 4 of Bengkulu City.

**Keyword:** *Emotive Rational, Approaches, Student Behavior*

### INTRODUCTION

The delinquency of students shown by some of the young generation's hopes for the future, though not large in terms of percentage, has become something unfortunate and even tarnished the credibility and authority of the education world. Students who are supposed to show attitudes and actions that are filled with noble morals show exactly the opposite behavior. It is no exaggeration when in this case we as parties who take part in the world of education feel uneasy and partly responsible in it. Education does have two main functions, namely as a transfer of value (transformation of value) and transfer of knowledge (transformation of knowledge). As a function of value transfer, the world of education is expected to be able to transfer the values, norms, and noble character (*akhlakul karimah*) (Ramayulis. 2018. 28).

As a function of knowledge transfer, the world of education is expected to be able to transfer science and technology to students. The problem that arises then is that along with the development of glorified science and technology, it is not accompanied by the development of values or good morality, on the contrary (Hasyim. 2008: 71). To face the challenges of the development of this era requires education with a global perspective, education that has a flexible value to the development of the times but the content of religious moral values remain embedded in it (Suradi, 2020). Once again, as parties who take part in the world of education, especially in Islamic education, we are faced with conditions that really need to

improve ourselves (*muhasabah*). One form of the *muhasabah* is concocting effective strategies in organizing Islamic education, so as to create an ideal Islamic education format in order to improve the morality of the nation's generation, especially future budding students (Zakiyah, 2015: 104).

Islamic Education is guidance carried out by an adult to students in their infancy so that he has a true Muslim personality. Islamic education is the most important part with regard to aspects of attitudes and values which include morals (Muhaimin, 2016: 41). Because religious education provides motivation for life and life, and is also a means of development and self-control, Islamic Education is a conscious and planned effort in preparing students to recognize, understand, live, believe, devote, have noble character, practice Islamic teachings from sources mainly the Quran and the Hadith through guidance, teaching, training, and the use of experience. To achieve these educational goals, is determined by the ability of teachers because educators determine the success of students in efforts to create expected students who have integrity and noble character.

Based on the results of preliminary studies at State Senior High School 4 of Bengkulu City it can be seen that the forms of delinquency undertaken by students include student delinquency in general and have even reached criminal categories, such as theft and brawl (Documents, 2019). Based on data from the deputy headmaster of the State Senior High School 4 of Bengkulu City, in the 2018/2019 year it was noted that six people were expelled

from school because they were proven to consume alcohol. Then in the same school year there were seven cases of fighting caused by wild racing and brawl. In 2019/2020, 3 students were expelled from school because of theft (Interview, Irwan, 2019).

The following details the data of student delinquency cases at State Senior High School 4 of Bengkulu City:

Table 1. Data of Student Delinquency in SMAN 4 Bengkulu City In year 2018-2019

Number	Case	Amount
1	Theft	9 cases
2	Drugs	16 cases
3	Illegal Racing	11 cases
4	Sexual Crime	3 cases

(Source: Dokument of SMAN 4 Bengkulu City, 2019)

The delinquency of these students is affected by the majority negative control because they do not have goals in accordance with the philosophy of life that refers to the duties and responsibilities as a student. *Second*, they also do not have the insight to motivate themselves to achieve these goals. *Third*, irrationality (necessity, demands, and self-will of a will) that hit them so that they cannot evaluate their thoughts, emotions, and behavior.

The efforts of Islamic teachers are very important in fostering student morals, because morals are not enough just to be learned, without any strategy to form a moral person. In the context of morality, a person's behavior will be good if effort is formed. These efforts can be achieved by learning and practicing noble behavior. If the cultivation of the values of good morality have been accustomed to in daily life, the habit will be something light. In order to overcome this problem the emotive rational approach is assumed to be able to reduce the number of students' delinquency in this problem. as is known that the emotive rational approach is an attempt to approach by improving through thinking patterns and eliminating irrational thinking patterns. The therapy is seen as an effort to re-educate. So therapy acts as educating by among other things giving the task to be done by the patient as well as teaching certain strategies to strengthen the thought process. Therefore, the researchers are interested in examining the effect of emotive rational approaches by religious teachers on student behavior in State Senior High School 4 of Bengkulu City.

#### A. Emotive Rational Approach

Emotional rational is counseling theory developed by Albert Elis, which is a psychotherapy approach based on the assumption that humans are born with the potential, both to think rationally and honestly, as well as to think irrational and evil. The aim is to change the irrational fikir pattern to be rational (Corey, 2005: 241).

Emotional rationalism is trying to improve through thinking patterns and eliminate irrational thinking patterns. The therapy is seen as an effort to re-educate. So therapy acts as an educator by among others providing tasks that must be done by patients as well as teaching certain strategies to strengthen their thought processes (Gunarsa, 2000: 236). The purpose of emotive rationalism

is to help individuals overcome their behavioral and emotional problems to bring them a happier, healthier and more fulfilled life. In detail, this therapy aims to as follows:

1. Improve and change all behaviors, attitudes, perceptions, ways of thinking, beliefs and irrational views.
2. Eliminating damaging emotional disorders such as fear, guilt, guilt, anxiety, anxiety, anger.
3. To build interest, self-control/direction, tolerance, willingness to accept uncertainty, flexibility, commitment to something, logical thinking, courage to take risks, and self-acceptance of students (Corey, 2005: 245).

The emotive rational characteristics are as follows:

1. Active-directive, meaning that in the counseling relationship the counselor is more active helping to direct the client in dealing with and solving problems.
2. Cognitive-experiential, meaning that the relationships formed focus on the cognitive aspects of the client and are core to rational problem solving
3. Emotive-experiential, meaning that the counseling relationship that is developed also focuses on the emotional aspects of the client by studying the sources of emotional disturbance, as well as dismantling the roots of false beliefs that underlie the disorder.
4. Behavioristic, meaning that the counseling relationship developed should touch and encourage changes in client behavior (Corey, 2005: 248).

Emotional rational approach uses a variety of techniques that are cognitive, affective, and behavioral that are tailored to student conditions. Some of the techniques referred to include the following:

1. Affective Emotive Techniques
  - a. Adaptive Assertive; Techniques used to train, encourage and accustom clients to continuously adjust themselves to the desired behavior. The exercises given are more student self-discipline.
  - b. Role Play; Techniques for expressing various kinds of oppressive feelings (negative feelings) through an atmosphere that is conditioned so that the client can freely express himself through certain roles. Carry out certain behaviors to express what they feel in certain situations, the focus is on working on the underlying irrational beliefs that have to do with feeling uncomfortable (Corey, 2005: 480).
  - c. Imitation; Techniques for imitating continuously a particular model of behavior with the intention of confronting and eliminating negative ones' own behavior.

Next the steps of the emotive racial approach are as follows:

- a. The first step, trying to show the client that the problems he faces are related to irrational beliefs.
- b. Second step, make students aware that solving the problem they face is their own responsibility.
- c. The third step, invites students to eliminate irrational ways of thinking and ideas.
- d. The fourth step, developing realistic views and avoiding self from irrational beliefs (Sukardi, 2010: 144-145).

## 2. Behavioristic Techniques

- a. Reinforcement; Techniques to encourage clients toward more rational and logical behavior by providing verbal praise (reward) or punishment (punishment). This technique is intended to dismantle irrational values and belief systems in students and replace them with positive value systems (Iskandar. 2009: 137). By giving a reward or punishment, students will internalize the expected value system to them.
- b. Social Modeling; Techniques to shape new behaviors in students. This technique is done so that students can live in a social model that is expected to imitate (imitate), observe, and adjust themselves and internalize the norms in the social model system with certain problems that have been prepared by the counselor (Sukardi, 2010: 147).
- c. Life Models Technique; The technique used to describe certain behaviors, especially complex interpersonal situations in the form of social conversation, interaction with problem solving (Iskandar. 2009: 139).

## 3. Cognitive Techniques

### a. Homework assignments

The technique is implemented in the form of house tasks to train, familiarize themselves, and internalize certain value systems that demand expected behavior patterns (Latipun, 2008: 98). With home assignments given, students are expected to be able to reduce or eliminate irrational and illogical ideas and feelings, learn certain materials that are assigned to change aspects of their cognitive wrongdoing, conduct certain exercises based on assignments that are given. The home work assessment provided by the counselor is reported by the client in a face-to-face meeting (Rahayu & Adistana, 2018). This technique is intended to foster and develop attitudes of responsibility, self-confidence and the ability to self-direct, self-management students and reduce their dependence on teachers (Jahja, 2015: 53).

### b. Assertive Training

The main purposes of assertive training techniques are: (a) encouraging students' ability to express various things related to their emotions; (b) awaken the client's ability to express his own human rights without rejecting or opposing the rights of others; (c) encourage students to increase their confidence and abilities; and (d) increasing the ability to choose assertive behaviors that are suitable for oneself (Latipun, 2008: 98-99).

## B. Student Negative Behavior

Indicators of negative student behavior that have been studied are (1) running away from home, (2) getting drunk in public places, (3) stealing (shoplifting) from a shop, (4) intentionally damaging other people's things, (5) arrested by the police, (6) tried in court, and (7) carried out 6 or more criminal activities in the past year (Sarwono, 2010: 92).

Indicators of negative student behavior are divided into two levels, namely: (1) the level of general student delinquency which includes coming home from school late at night, reading pornographic books, watching pornographic films, not paying tuition fees, cheating, disturbing people through, not doing homework, play

truant, fight with relatives, lie, fake signatures, make teachers angry, and fight, (2) the level of criminal delinquency which includes negative fad acts, engaging in prostitution, carrying dangerous objects, entering a gang, fighting, being involved in theft, damaging, other people's belongings, using drugs, drinking alcohol, partying overnight, assaulting others, abusing people, having sex outside limits, getting drunk, being detained by the police, gambling, and using a pessary (Willis, 2015). Delinquency indicator consisting of:

1. Delinquency that causes physical casualties to others, such as fighting, rape, robbery, murder and others.
2. Delinquency that causes material casualties, such as vandalism, theft, pickpocketing, extortion and others.
3. Delinquency that does not cause casualties on the side of others, such as prostitution, drug abuse and others.
4. Delinquency that is against status, such as denying the status of parents by running away from home, or refuting an order (Sarwono, 2010: 104).

Furthermore, it can be explained about the indicators that show students' understanding of juvenile delinquency as follows:

1. Restate the concept of student delinquency.
2. Classify and classify juvenile delinquency according to its properties
3. Give examples and non examples of concepts about juvenile delinquency.
4. Apply the concept of juvenile delinquency so that it can avoid problems caused by juvenile delinquency (Musbikin, 2013).

In general, the emergence of student delinquency comes from these 3 things so as to make them deviant personal, Where the type of deviation according to this personality structure is divided into:

### 1. Isolated deviations

This group represents the largest number of delinquent behavior among students. In general they do not experience psychological damage. Their crimes are caused or driven by the following factors:

- a. Their crime is not motivated by an unresolved motivation and inner conflict and deep motives, but rather stimulated by the desire to imitate, to conform to the norms of the gang. Usually all their activities are carried out together in the form of group activities.
- b. They mostly come from urban areas that are transitional in nature with criminal subcultures. From childhood, children see the existence of criminal gangs, until at one point he joined a member of one of these gangs.
- c. In general they come from broken, harmonious, inconsistent, and frustrated families. Family conditions are filled with conflict so that the child feels rejected by the family, especially parents, is wasted, his pride is stepped on and the child does not feel a climate of emotional warmth. So that children find a way out in other social environments such as criminal children's environments and children feel the existence of a pleasant alternative to life, and in this gang he feels gaining a position, prominence, and meaning.

d. They are raised in families with little or no regular supervision and discipline training. As a result, children are not able to internalize normal norms of life. Some of them even become immune to the value of decency, and instead become more sensitive to evil influences (Kartini, 2010 & Basri, 2014).

2. Neurotic deviations

In general, delinquent children of this type suffer from psychiatric disorders that are quite serious, including in the form of: anxiety, feeling always insecure, feeling threatened, cornered and cornered, feeling guilty or sinful, and others. The characteristics of their behavior include:

- a. His delinquent behavior stems from deep psychological causes and is not just a passive adaptation to accepting the norms and values of his gang subculture, and also not an attempt to gain social prestige from outside sympathy.
- b. Their criminal behavior is an expression of an unresolved inner conflict. Because of that, their crime was a release device for their inner fears, anxieties and confusion which was clearly not reflected by their ego.
- c. Usually these types of teenagers commit crimes alone and practice certain types of crime.
- d. Many of these neurotic delinquents come from the middle class, that is, from the conventional environment which is quite good in socioeconomic conditions. But in general their family experiences a lot of severe emotional tension, and their parents are usually also neurotic and psychotic.
- e. These neurotic delinquents have weak egos, and there is a tendency to isolate themselves from the environment of adults or other teenage children.
- f. His behavior shows compulsive quality (coercion). Such qualities do not exist in isolated delinquent types, children and young people of burners, dynamite explosives and time bombs, sex criminals, and drug addicts are included in this group of neurotic types (Kartini, 2010, Ali & Asrori, 2010).

3. The Psychopathic Deviations

These psychopathic deviations are few in number, but in terms of public interest and security, they are the most dangerous criminal elements. Their behavioral characteristics are:

- a. Almost all of these psychopathic delinquents originated and grew up in extreme, brutal family environments, filled with a lot of family strife, disciplined but inconsistent, and always abandoned their children.
- b. They are unable to realize the meaning of guilty, sinful, or committing an offense, because it often explodes out of control.
- c. The form of his crime is compounded, depending on his chaotic mood that is unpredictable. They are generally very aggressive and impulsive. Usually they are recidivists who repeatedly go in and out of prison, and are very difficult to repair.
- d. They always fail to realize and internalize general social norms, nor do they care about the norms of their own gang subcultures.
- e. Often they also suffer from neurological disorders, thereby reducing the ability to control themselves (Kartini, 2010 & Basri, 2014).

4. The Moral Deviations

Defect (defectus) means: damaged, incomplete, wrong, injury, defect, lacking. Moral defect deviations have the characteristic: always do social or antisocial acts, although in him there is no deviation and cognitive impairment, but there is a dysfunction in his intelligence.

RESEARCH METHODS

This research is a quantitative type of research using pre-experimental research design one group pretest posttest design. Experimental research is research that seeks to find the effect of certain variables on other variables under tightly controlled conditions (Alhamda, 2009). In this design, the researcher took two measurements, the first measurement carried out before the emotive rational approach and the second measurement after the emotive rational approach.

Based on the recommendation from the teacher that there are some students who have a tendency to often do delinquency and because of limited time, funds and manpower, the researcher limits the number of samples in this study to as many as 30 students in State Senior High School 4 of Bengkulu City.

Research instruments using a Likert scale model can be made in the form of a checklist. Check list is a list, respondents just need to put a sign (√) in the appropriate column. On a Likert scale, respondents will be given statements with alternatives, namely: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). Writing this scale item is divided into 2 groups, namely items that support statements (Favorable) and items that do not support statements (Unfavorable) For the purposes of quantitative analysis, then the answer can be given a score between 1 to 4.

Table 2. The Research Instrument Answer Categories

NO	Favorable Questions		Unfavorable Questions	
	The Answer	Score	The Answer	Score
1	SA	4	SS	1
2	A	3	S	2
3	D	2	TS	3
4	SD	1	STS	4

Hypothesis testing in this study uses the Wilcoxon signed ranks test using SPSS version 17.00 This hypothesis uses the following z test formula:

$$t = \frac{\sum (x_1 - x_2)}{\sqrt{\frac{j k_1 + j k_2}{n_1 + n_2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Information:

- $\bar{X}_1$  : Average of *Pre-test*
- $\bar{X}_2$  : Average of *Post-test*
- $n_1$  : Respondents amount of *pre-test*
- $n_2$  : Respondents amount of *post-test*
- $j k_1$  : Amount of squares  $X_1$
- $j k_2$  : Amount of squares  $X_2$

The Wilcoxon test is used to analyze the results of paired observations from two data whether different or not. The Wilcoxon test is used to see the difference between the pre-test group and the post-test group score.

## THE RESEARCH RESULTS AND DISCUSSION

### The Implementation of Treatment

This research was conducted at State Senior High School 4 of Bengkulu City. Before doing this research, researchers prepared a schedule for giving treatment, the material used in the study. Another thing that researchers prepare is the readiness of the researchers to condition the students who are the subjects of this study. All of this was done so that this research ran smoothly and obtained maximum results. Provision of treatment carried out 4 times meeting. Each meeting is held for one hour, starting at 14:00 until 15:00. At each meeting several stages are carried out namely the formation stage, the activity stage, the termination stage, and finally the closing stage.

#### 1. The First Meeting

The first meeting was held on Monday, April 1, 2019. At the first meeting, the researcher made an introduction first. The researcher first gives an explanation of the emotive rational approach. In the emotive rational approach includes the following stages:

*The first* stage is the formation that begins with welcoming the presence of students, praying, asking for news. After that, researchers begin to identify wrong views according to the rules by asking students about their feelings that day. Then proceed with deepening about the assessment relating to the personal scope of students, social, and personality.

*The second* stage is the activity stage, here the researcher begins to explain about the notion of student delinquency in general and delinquency which causes physical casualties to others such as student fights and brawls. After that, the researcher then looks at how students respond after the material about student delinquency by asking how their responses are. Then the researcher begins to explain the definition of student delinquency in general and specifically. At this meeting, it took 60 minutes to explain the general understanding of student delinquency and delinquency which caused physical harm to others. In this first meeting, the general explanation is what delinquency is then, then it is continued by explaining the understanding of student delinquency in general and delinquency which causes physical harm to others. But at this meeting some students still tend to look silent, still hesitant in expressing their opinions. At this meeting there were still some students who tended to be quiet and passive, but the process of emotive rational approach was still going well enough.

At the end and closing stages, researchers provide a little game that aims to provide relaxation to students who feel a little tense. The researcher thanked and asked the group leader to lead the prayer and end the meeting with greetings.

#### 2. The Second Meeting

The second meeting was held on Thursday 4 April 2019. As in the previous meeting, the emotive rational

approach begins with the stage of formation such as welcoming the presence of students, praying, asking for news. Then the researchers give orders for students to rethink the problems they face, followed by writing and making a list of problems. After that students read the list of their problems. Among them there are some students who make a list of problems such as often ditching, fighting, fighting parents, some are taking other people's belongings. Then the researchers appeal to students to always draw closer to God and always carry out his commands and stay away from His prohibitions. As is the case with student delinquency that is not in accordance with the teachings of Islam even including disgraceful behavior.

The next stage is the activity stage. At this stage, the researcher gives a spiritual commentary on the understanding surrounding the delinquency of students who cause material sacrifice. Then researchers provide questions to students about the material presented. The researcher continued the activity by giving a spiritual splash about commendable morals and avoiding actions that lead to juvenile delinquency.

At this meeting enthusiasm began to appear in responding to the topics to be discussed. Students who previously tended to be quiet already looked active in the second meeting of the emotive rational approach. Overall students have begun to comfortably follow the emotive rational approach activities and increasingly have a curiosity about the forms of student delinquency.

The results of this activity are expected students to have an understanding of the forms of student delinquency. After understanding is given to students, researchers conduct assessments of students. The assessment made is the students' understanding of the forms of student delinquency. The researcher asks again what understanding has been received by students. In the assessment of understanding, students have understood about the forms of student delinquency. Overall, from the second meeting, it went well and was directed one by one group members who at the first meeting had less response and experienced better changes.

At the end of the research the researcher asked the message and impressions to all students and then continued with explaining the activity, then inviting students to agree to continue this activity, the researcher expressed his gratitude to all students.

#### 3. The Third meeting

The third meeting was held on April 8, 2019. As in the previous meeting, the emotive rational approach begins with the formation stage such as welcoming the presence of students, praying, asking for news. Then the researchers give orders for students to rethink the problems they face, followed by writing and making a list of problems. Then the researchers appeal to students to always draw closer to God and always carry out His commands and stay away from His prohibitions. As is the case with student delinquency that is not in accordance with the teachings of Islam even including disgraceful behavior. The next stage is the activity stage. At this stage, the researcher gives a spiritual message about understanding about good character. Then researchers

provide questions to students about the material presented. The researcher continued the activity by giving spiritual remarks about the delinquency of the students who did not cause a coworker on the other side. Then again held a question and answer for the material that has been submitted. The activity continued with the closing and closing stages. At the end of the stage, the researcher returned to give the game followed by a closing.

4. The fourth meeting

The fourth meeting was held on Thursday, April 11, 2019. As in the previous meeting, the process of emotive rational approach begins with the formation stage such as welcoming the presence of students, praying, asking for news. Then review in general the material that has been presented at each of the previous meetings. The next stage is the activity stage where the researcher instructs students to fill in the questionnaire (post-test).

At the end of stage, the researcher invites students to reflect on the mistakes that have been made before and promises not to repeat again in the future. Next is the closing step. At this stage, the researcher apologizes if during the administration of treatments there are many mistakes both from words and deeds. Researchers say thank you, followed by praying, greeting, and shaking hands with each other. The evaluation at the last meeting was done by observation, question and answer, post-test scale distribution.

After the treatment is done, the researcher measures the posttest results of students who become the study sample. The results after treatment are as follows:

Table 2. The Criteria for Student Delinquency Based on Questionnaires After Treatment (Test)

Respondent	Score	Respondents	Score
1	117	16	120
2	119	17	121
3	112	18	120
4	110	19	121
5	120	20	118
6	122	21	122
7	110	22	115
8	123	23	117
9	120	24	110
10	117	25	119
11	120	26	120
12	130	27	121
13	116	28	121
14	118	29	117
15	110	30	121

Furthermore, to measure the level of influence of the implementation of emotive rational approach treatment in showing student delinquency is calculated based on the t test. T test preparation table before and after giving emotive rational approach to students as follows:

Table 3. T Test Calculation

responden	Befor	Afte	Responden	Befor	Afte
ts	e	r	ts	e	r
1	87	117	16	73	120
2	94	119	17	87	121
3	98	112	18	84	120
4	92	110	19	98	121
5	72	120	20	81	118
6	83	122	21	72	122
7	87	110	22	83	115
8	93	123	23	82	117
9	86	120	24	81	110
10	83	117	25	86	119
11	77	120	26	84	120
12	93	130	27	87	121
13	71	116	28	72	121
14	82	118	29	80	117
15	78	110	30	81	121

Table 4. The Varians Score

The Varian Score	Pre Tes	Post Tes
	30,78	19,52
	30	30

The next step is to find the value of the largest variance and the smallest variance with the formula:

$$F_{count} = \frac{\text{The biggest varian}}{\text{The smallest varian}}$$

$$= \frac{30,78}{19,52}$$

$$F_{count} = 1,57$$

Next compare  $F_{count}$  with  $F_{table}$  with the formula:  
Dk numerator =  $n-1 = 30-1=29$  (for the biggest varian)  
Dk denominator =  $n-1 = 30-1 = 29$  (for the smallest varian)  
Significance level  $\alpha = 0,01$ , then in the table f got  $F_{table} = 1,61$ .

With the following testing criteria:

If  $F_{count} \geq F_{table}$  means the data is not homogeneous and

If  $F_{count} \leq F_{table}$  means the data is homogeneous.

Evidently  $F_{count} < F_{table}$  or  $1,57 < 1,61$ , then the second variant of the data is homogeneous so that comparative analysis can proceed.

To determine the effect of an emotive rational approach to student behavior at State Senior High School 4 of Bengkulu City the paired t-test t-test was used to test a sample that received treatment which would then be compared on average between the sample before and after treatment was given. Analysis using SPSS 17.

Based on the t test calculation, the following results are obtained:

Table 5. T. Test

Paired Samples Test
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Pair	X1 - X2	Paired Differences					T	df	Sig.(2-tailed)
		Mean	SD	Std. Error Mean	95% confidence interval of the difference				
					Lower	Upper			
1		-3.466	8.671	1.583	-37.907	-31.428	-21.897	29	.000

It is known that based on the acquisition of t test results it can be seen that the mean is -3.466 with a standard of deviation of 8.671. T value of -21.889. While the Sig (2-tailed) value of 0,000 <0.05 so it can be said that there are differences in the value of students before and after getting treatment.

From the results of the t test, the results obtained indicate a change in the score of student delinquency changes after the emotive rational approach, the average pretest score was 83.56 while the posttest mean score was 118.23. Students who initially have low scores, after being given an emotive rational approach have increased scores which means the higher the value obtained, the lower the student's misbehavior by the students. This shows that **Ho** was rejected and **Ha** was accepted.

### DISCUSSION

The approach used in this study uses an emotive rational approach. In this case, problematic behavior arises in student delinquency. Problematic students have a tendency to respond to negative behavior from the environment. Aside from the learning process, adaptive misbehavior can also occur due to misunderstanding in responding to the environment appropriately. Through an emotive rational approach the researcher seeks to eliminate delinquency in students. In this study, researchers conducted a series of treatments accompanied by an emotive rational approach in reducing student delinquency.

After students get treatment in the form of an emotive rational approach, it is known that student behavior occurs. The results of the analysis on the post-test showed that the eight students who were given treatment had a high category of student delinquency, after getting treatment that category changed to a very low category. It can be seen from the scores obtained by students who experience improvement.

Behavior of students in addition to being shown from the results of the post test was also shown from the results of calculations using the SPSS 17. Based on the results of data analysis using SPSS, the t value was -21,897. While the Sig (2-tailed) value of 0,000 <0.05 so that Ho is rejected. Based on data analysis that shows the differences in student delinquency after an emotive rational approach. The results of the study indicate that there was a positive change after the emotive rational approach was implemented.

As has been explained that the purpose of emotive rationalism is to help individuals overcome their behavioral and emotional problems to bring them a happier, healthier and more fulfilled life. In detail, this therapy aims to as follows:

1. Improve and change all behaviors, attitudes, perceptions, ways of thinking, beliefs and irrational views.
2. Eliminating damaging emotional disorders such as fear, guilt, anxiety, anger
3. To build interest, self-control/direction, tolerance, willingness to accept uncertainty, flexibility, commitment to something, logical thinking, courage to take risks, and self-acceptance of students (Corey, 2005).

### CONCLUSION

Based on the analysis that has been described, it can be concluded that the emotive rational approach affects the behavior of students in State Senior High School 4 of Bengkulu City. Based on the t test calculation, the results based on the t test results show that the mean is -3.466 with a standard deviation of 8.671. T value of -21.889. While the Sig (2-tailed) value of 0,000 <0.05 so it can be concluded that **Ha** is accepted and **Ho** is rejected, so **Ha** states that there is an influence of emotive rational approach to student behavior in Bengkulu City High School 4. Based on these calculations and interpretations it can be concluded that the rational emotive approach can reduce the delinquency of students of State Senior High School 4 of Bengkulu City.

### SUGGESTIONS

Starting from the results of the research, the researcher gives the following suggestions:

- a. The school is expected to help develop religious education programs with a rational, emotive approach, which is very useful in overcoming student delinquency.
- b. Students are expected to be more active in conducting consultations when facing problems that hinder the learning process, especially those related to behavior that is against the rules that apply in school.

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