

**7<sup>th</sup> grade students' self-awareness improvement on riding motorcycles through Rational Emotive Therapy (RET): A study of Wailolung Christian Junior High School, Katikutana District, Mid-Sumba Region**

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**Abstract**

The purpose of this study is to find out 7<sup>th</sup> grade students' self-awareness improvement of Wailolung Christian Junior High School on riding motorcycles through Rational Emotive Therapy (RET) which is performed in a group-counselling. 34 students from the 7<sup>th</sup> grade are involved as the participants. Purposive Sampling technique is used toward 12 students who have self-awareness problem. Later, the 12 student are divided equally into two groups: experiment group and control group. The instrument for data analysis on self-awareness is adapted from Brown and Ryan's (2003) Mindful Attention Awareness Scale (MAAS). The MAAS is used as pre-test and post-test. Data analysis technique is based on Mann-Whitney U and processed using SPSS for windows version 16.0. The average pre-test score of the experiment group increases from 3.50 to 9.50 on the post-test with  $p = 0.004$  ( $p = 0.050$ ). The result shows significant differences between the experiment and control group after treated with group-counselling RET and improvement of students' self-awareness

Keywords : RET, self-awareness, Junior High School

**INTRODUCTION**

In Indonesia, we used to be able to count with fingers upon how many junior high or middle school students who can ride a motorcycle. Yet, nowadays we can see those primary school students who are not even able to step their foot on the ground when the motorcycle stops, ride the motorcycle like a pro with a fairly high-speed. These primary and middle school students actually have no awareness upon safety-riding though. Middle school students' self-awareness is a process of understanding one's motivation, choice, and personality, which later the students realize that those things are actually resulted from assessment, decision, and interaction with another person.

Various methods can be used to tackle down the problem. One of the various ways is through a group-counselling, involving students who ride motorcycle. Students who have not learned and practiced to improve their self-awareness need certain approaches to help them increase it.

A group-counselling is a special form of a counselling service. It is a counselling interview, involving a professional counsellor and several people all at once in a small group. W. S. Winkel and M. M. Sri Hastuti (2006) coined that there are two major aspects in a group counselling, they are process aspect and face-to-face aspect. Both aspects have special characteristics. Process aspect is involving more than two people throughout the process while face-to-face aspect is demanding the participants of the group counselling to face number of people in a group who psychologically supports each other. George M. Gazda (1978), in Shertzer and Stone, defines a group counselling as a dynamic interpersonal process, centralized on conscious thoughts and behaviours. The process contains therapeutic characteristics such as unrestricted thoughts and feelings disclosure, reality-oriented mind, opening oneself toward the deepest feeling he/she had ever experienced, also trusting, paying attention to, understanding, and supporting each other.

The background of this study is the phenomenon of 7<sup>th</sup> grade students of Wailolung Christian Junior High School, Katikutana district, Mid-Sumba region, which majority of the students ride motorcycle as a mean of transportation from their house to school and in daily activities. Based on this phenomenon, the author is very interested on researching the students' self-awareness, who ride a motorcycle from their house to school, using Rational Emotive Therapy (RET).

A statistic from West Sumba's traffic officers unit shows during January-December 2014, 704 middle school students had been detained due to violations of traffic regulations. Actions had been taken by authorities but the genuine vital point of this phenomenon is the students' parent who give their children a permission to ride a motorcycle to school.

## **LITERATURE REVIEW**

### **1. Self-awareness**

Solso (1998) propounds that a physical process of self-awareness has mutual relationship with his/her mental life, which is related to life goals, emotions, and cognitive processes that follow. Santrock (2003b) argues that self-awareness is fully awake conscious state or knowledge about phenomenon happened outside and inside oneself, including conscious about their own personality and thoughts about their experiences. An individual who has self-awareness is supposed to be fully

aware of oneself perceptions, feelings, dreams, or the world outside him/herself (Hist; Postner in Matlin, 1998).

a. Developing self-awareness

Self-awareness can be developed through self-analysis by asking help from others to evaluate oneself. Self-analysis also could be done by doing a self-reflection (thoughts and feelings) that involves our behaviour, personality, and perceptions.

b. Improving self-awareness

Self-awareness is elaborated through a model proposed by Joseph Luft, Johari Window, and Harry Ingham, in which self-awareness is related with interpersonal communication. The higher one's self-awareness, the more oneself understand how people communicate to one another. On the other hand, a real communication with other individual will increase one's knowledge about themselves. Thus, self-awareness is something that an individual should improve. Four things can be done to improve self-awareness according to De Vito: asking yourself about yourself, actively looking for any information regarding yourself, looking things from different perspectives, and increasing self-disclosure (open-self).

## 2. Rational Emotive Therapy (RET)

Rational Emotive Therapy is one of psychotherapy genres. It is based on an assumption that a human being was born with potentials to think rationally and honestly, or even to think irrationally and vicious. An individual has tendencies in maintaining oneself, being happy, thinking and delivering opinions, loving, associating with others, also growing and having self-actualizations. According to this therapy, a human being was born with tendencies to push their limits in order to fulfil what they want, because if he/she doesn't get what they want, a human being will blame him/herself, or even somebody else (Ellis, 1973a h. 175-176).

a. The Purpose of Rational Emotive Therapy

There is one sole purpose in this kind of therapy that is to minimize a client's perception of losing to oneself and help him/her acquiring a realistic life philosophy. Rational Emotive Therapy pushes someone to do a philosophical and ideological revolution based on an assumption that human's problems rooted in

philosophical level. So rather than focusing on deleting the symptoms, RET focuses on pushing the clients to critically test the most basic values of oneself (Ellis, 1967).

#### b. Therapeutic Functions and Roles

The main Therapeutic activity in Rational Emotive Therapy is carried out with a purpose to help clients in freeing oneself from illogical ideas and acquire logical ideas in exchange.

To reach the goals of this therapy, here are some steps to take:

- 1) Showing to the clients that the problems they are facing are related to irrational beliefs.
- 2) Bringing clients across the conscious state by showing that they are currently holding on emotional disturbances in order to stay active by thinking irrational continuously.
- 3) The final step is challenging clients to develop rational life's philosophies, so that the clients can avoid the possibilities of becoming the victim of their own irrational beliefs.

#### c. Techniques and Main Procedure of Rational Emotive Therapy

Ellis (1967, p.89) argues that perhaps there is no single or number of conditions that can accommodate and essential enough to make changes. The most essential RET's techniques is to teach in active-directive manner. Once the therapy begins, therapist will do a role play as a teacher who actively re-educate the client.

Ellis (1973a, p.185) proposes a framework about what should be done by RET practitioner:

- 1) Asking client to think about several basic irrational ideas which encouraged numbers of behavioural disorders.
- 2) Challenging clients to test their ideas.
- 3) Showing clients their illogical and irrational way of thinking.
- 4) Using a logical analysis to minimize irrational beliefs.
- 5) Showing that those beliefs have no use and how they will result in emotional and behavioural disorders in the future.
- 6) Using absurdity and humours to deal with clients' irrational thoughts.

- 7) Explaining how rational ideas have empirical basis.
- 8) Teaching clients how to apply scientific approaches on clients' way of thinking, in order to make them able to observe and minimize irrational ideas and illogical conclusions now and in the future – which actually has perpetuated self-destructing behaviours.

## METHODS

This study is using experimental methods which is very systematic, logical, and careful in controlling (by doing a RET group counselling) the condition.

## RESULTS AND DISCUSSION

The first test was done toward the pre-test data in order to find out how low the self-awareness' scores of students who ride motorcycles are. The result of pre-test data analysis is in *Table 1* as follow:

Table 1. Pre-test and Post-test score of experiment group

Pre-test (T1e) and Post-test (T2e) score data of experiment group					
Self-awareness pre-test score (T1)			Self-awareness post-test score (T2)		
Experiment group			Experiment group		
No	Student's name	Score	No	Student's name	Score
1	AK	51.11	1	AK	72.59
2	DN	51.85	2	DN	69.63
3	MS	51.11	3	MS	83.70
4	RY	51.85	4	RY	79.26
5	YT	56.29	5	YT	59.26
6	ZS	46.67	6	ZS	62.22
	Mean	51.48		Mean	71.11

According to what are listed in *Table 1*, we can see the mean from self-awareness pre-test's score is 51.48, while the mean from self-awareness post-test's score is 71.11. We can conclude that there is an improvement on the score of the experiment group before and after taking a RET's group counselling.

Table 2  
Mean and Standard Deviation from experiment group  
Student's self-awareness before having RET  
(T1e/pre-test)

	Pair 1
Mean	51.48
N	6
Standard Deviation	3.063

Self-awareness pre-test score is presented on *Table 2* and it shows us students from experiment group who haven't taken RET's group counselling, resulted with mean 51.48 and standard deviation of 3.063.

Table 3  
Mean and Standard Deviation from experiment group  
Student's self-awareness after having RET  
(T2e/post-test)

	Pair 1
Mean	71.11
N	6
Standard Deviation	9.49

Self-awareness post-test score is presented on *Table 3* and it shows us students from experiment group who had taken the RET group counselling, resulted with mean 71.11 and standard deviation of 9.49. Based on this founding we also can see that there is an improvement in self-awareness' score before and after taking RET's group counselling.

Table 4. Pre-test and Post-test score of experiment group

Pre-test (T1c) and Post-test (T2c) score data of control group					
Self-awareness pre-test score (T1)			Self-awareness post-test score (T2)		
Control group			Control group		
No	Student's name	Score	No	Student's name	Score
1	NN	46.62963	1	NN	59.259259

2	DK	48.88887	2	DK	57.77778
3	AW	54.81482	3	AW	48.88887
4	AT	48.88887	4	AT	58.518519
5	FA	54.07407	5	FA	56.29629
6	FD	54.07407	6	FD	57.03704
	Mean	51.73		Mean	56.30

*Table 4* presents self-awareness pre-test and post-test score from the control group. The mean for pre-test score is 51.73 and for post-test is 56.30. Based on that score, we can see that there is improvement in the post-test score compared to the pre-test score. However, this improvement happened not because of the control group had been given any treatment which is the RET's group discussion used in experiment group.

Table 5  
Mean and Standard Deviation from control group  
Student's self-awareness without having RET  
(T1c/pre-test)

	Pair 1
Mean	51.73
N	6
Standard Deviation	2.87

Self-awareness pre-test score is presented on *Table 5* and it shows us students from control group resulted with mean 51.48 and standard deviation of 2.87.

Table 6  
Mean and Standard Deviation from control group  
Student's self-awareness without having RET  
(T2c/post-test)

	Pair 1
Mean	56.30
N	6
Standard Deviation	3.78

Self-awareness post-test score is presented on *Table 6* and it shows us students from control group resulted with mean 56.30 and standard deviation of 3.78. All these data from the experiment and control group are analysed using *Mann-Whitney U* and presented in this table below:

Table 7

Post-test data from experiment and control group, processed using Mann-Whitney U

**Ranks**

Group	N	Mean Rank	Sum of Ranks
SCORE post-test control	6	3.58	21.50
Post-test experiment	6	9.42	56.50
Total	12		

**Test Statistics<sup>b</sup>**

	SCORE
Mann-Whitney U	.500
Wilcoxon W	21.500
Z	-2.807
Asymp. Sig. (2-tailed)	.005
Exact. Sig. [2*(1-tailed Sig)]	.002 <sup>a</sup>

- a. Not corrected for ties
- b. Grouping variable : group

- Copied from SPSS

Based on *Table 7*, we can see the different of post-test score's mean between control group, 3.58, and experiment group, 9.42, with  $p = 0.005$  ( $p < 0.050$ ) and Z score -2.807. The result shows that there is a significance difference between these two groups.

If we refer to the result of the data analysis, it can be assumed that the self-awareness improvement experiment using rational emotive therapy on 7<sup>th</sup> grade students of Wailolong Christian Junior High School, who ride motorcycle, is a success. It is basically proven with an observable improvement on the post-test score after the students had done



a group counselling. The data analysis using Mann-Whitney U shows that the average score from experiment group's pre-test increase from 3.50 to 9.50, the average score of experiment group's post-test score, with  $p = 0.004$  ( $p = < 0.050$ ). This finding indicates that rational emotive treatment (RET) can significantly improve the self-awareness of 7<sup>th</sup> grade students of Wailolung Christian Junior High School who ride motorcycle.

## CONCLUSION

Based on the experiment and data analysis, it can be concluded that Rational Emotive Therapy (RET) can improve students' self-awareness on riding motorcycle.

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