

Rebuilding Lives: The Effectiveness of REBT Counseling in Improving the Psychological Well-being of Adolescents from Broken Home Backgrounds

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Abstract

Adolescents from broken homes often face various psychological problems such as anxiety, depression, and low self-esteem. Therefore, effective interventions are needed to help improve the psychological well-being of these adolescents. This study aims to evaluate the effectiveness of counseling with the Rational Emotive Behavior Therapy (REBT) approach in improving the psychological well-being scores of 10th-grade high school students in Malang Regency who come from broken homes. The treatment process was conducted based on REBT counseling procedures, including the stages of A (Activating Event), B (Beliefs), C (Consequence), D (Dispute), E (Effect), F (New Feeling), and G (Goals). The research method used was an experiment with a single subject research design, A-B-A. The sample of the study consisted of students from broken homes with moderate psychological well-being. The research instrument used was the psychological well-being scale. Data were analyzed using visual graphical techniques. The results showed that REBT counseling increased the students' psychological well-being. Baseline A(1) was measured three times before the intervention (B) with an average score of 103. After the intervention, the scores increased to 133, 144, 153, and 153. Each aspect of psychological well-being also showed score increases. Irrational thoughts about self and family became more rational after treatment using empirical and logical disputing, thereby increasing the psychological well-being scores. Thus, it can be concluded that REBT counseling is effective in improving the psychological well-being scores of students from broken homes.

Keywords: broken home; REBT counseling; psychological well-being; adolescents

1. Introduction

Individuals experience a transitional period (adolescence) from childhood to adulthood that has significant influences on their lives. In the educational context, this transitional age occurs when individuals are in upper secondary education. Adolescence is referred to as a period of storm and stress where emotional tension heightens due to physical and glandular changes (Bariyyah & Latifah, 2019). Many significant changes occur during this period, including physical, psychological, cognitive, and socio-emotional changes (Savitri & Listiyandini, 2017). Physical changes refer to biological changes such as body shape and sexual maturation. Psychological changes relate to unstable cognitive and emotional development. Development during the adolescent age range is urgent due to the drive for identity formation. Mistakes in seeking identity can lead individuals to problems that impact themselves or their environment (Baroroh & Meikawati, 2023).

Many things can happen during adolescence as they interact with others (Bariyyah et al., 2019). Adolescents who have good social interactions can socialize well (Novianti et al., 2019). Therefore, during adolescence, attention is needed to help develop their potential positively, one of which is through the family environment. The family is a fundamental point in providing affection, social values, and ensuring well-being, both materially and psychologically (Zulhaini, 2019). This means that the family becomes a pioneer in providing support to children. However,

there is the term "broken home," which is etymologically interpreted as a fractured family (Ifdil et al., 2020). This condition represents an incomplete family, which means a family that does not perform its duties well in meeting the needs of affection, love, and material or experiences failure in fulfilling its roles and responsibilities. This condition can be caused by death or internal family problems such as violence, economics, and others (Yunistiati et al., 2014). Muslih et al., (2024) explain that a broken family results in two conditions: children acknowledging or not acknowledging their family's condition.

Adolescents or children who do not acknowledge their family condition as broken will face difficult and stressful conditions (Aziz, 2015). These stresses result in poor self-adjustment. Additionally, there are other issues such as academic problems, behavioral deviations, anxiety, depression, lack of responsibility, difficulties in establishing social relationships. These impacts can be observed in broken home adolescents. Naturally, adolescents go through stages in their development; if these stages do not meet expectations, they will find it difficult to accept and seek an escape from difficult conditions (Hardin & Nidia, 2022). Indirectly, adolescents from broken home backgrounds influence psychological well-being.

Adolescents play an important role for this nation; therefore, they need attention to minimize problems leading to deviations, thus promoting good and prosperous development or what can be referred to as psychological well-being (Deviana & Umari, 2023). Psychological well-being is an important element that needs to be cultivated in individuals to strengthen their full engagement in facing responsibilities and achieving their potential. Psychological well-being is not just about being free from mental or psychological pressures or barriers but also about a healthy mental condition that functions optimally (Ryff & Keyes, 1995).

Psychological well-being describes the fulfillment of positive psychological functions. Ryff & Keyes (1995) developed six dimensions of psychological well-being: the quality of positive relationships with others, self-acceptance, having a purpose in life, personal growth, environmental mastery, and autonomy. Deviana & Umari (2023) state that characteristics of high psychological well-being include feeling capable of living life, receiving various supports, feeling satisfied with life, and feeling happy. Good psychological well-being can be marked by happiness, life satisfaction, and the absence of depressive symptoms.

There is a correlation between the condition of a broken home and psychological well-being. Therefore, the field of guidance and counseling plays a role in providing services. In addressing psychological well-being issues, one service that can be used is individual counseling. Individual counseling is a service provided by a counselor to a client to alleviate the client's problems (Hikmah et al., 2023). Counseling itself has various approaches, one of which is REBT (Rational Emotive Behavior Therapy). This approach is carried out by reorganizing thoughts to resolve the client's problems. The figure in this approach is Albert Ellis. According to Ellis, an event or experience does not cause emotional disturbances; it depends on the understanding given by someone in their mind about the events and experiences they are experiencing or have experienced (Daman, 2020). This REBT approach is chosen with the hope of providing changes in irrational thoughts about oneself, the environment, or even the future. This approach is expected to enhance the psychological well-being of broken home students.

2. Method

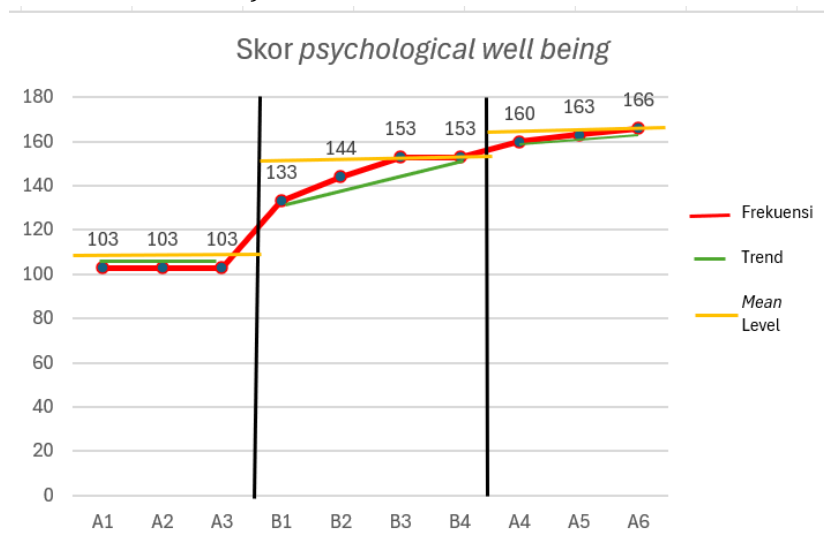
The research method used was an experimental method aimed at identifying the influence of REBT counseling in improving the psychological well-being of students from broken home families. The research design employed was single subject research, which involves focusing on a single subject to understand the effectiveness of repeated treatments on

a single case. The research design applied was A-B-A, where A1 represents the baseline phase to collect data before intervention, B is the intervention phase where the subject receives REBT (Rational Emotive Behavior Therapy) counseling treatment by Albert Ellis. The stages included A (Activating Event); B (Beliefs); C (Consequence); D (Dispute); E (Effect); F (New Feeling); and G (Goals). A2 is the second baseline phase after the intervention has ceased (Darmawan, 2024). Phase A2 serves as a control to compare the effects of the intervention on the subject's psychological well-being, allowing conclusions to be drawn about the effectiveness of REBT counseling in improving their well-being. Focusing on pre-and post-intervention measurements, the single subject research design provides more detailed data and more accurate information regarding changes in behavior or psychological conditions at the individual level. The research sample comprised students from broken home families with moderate psychological well-being. The research instrument used was the psychological well-being scale, consisting of 6 aspects: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance (Ryff, 2014; Ryff & Keyes, 1995). Each aspect consists of 7 statements. The highest score on the psychological well-being scale can reach 168. The score categorization is presented as follows: 0-56 is low, 56-112 is moderate, and 113-168 is high. Data were analyzed using visual graphical techniques.

3. Results and Discussion

3.1 Result

Overall, the research was conducted in three stages: observation, intervention, and follow-up. The research design used was A-B-A, which includes baseline and intervention phases (Yuwono, 2018; Indra, 2021).



Graph 1. Psychological Well-Being Scores

Based on Graph 1, it can be seen that the frequency of the counselee's psychological well-being scores in the baseline phase (A1) tends to be stably high (average 103). Therefore, the researchers decided to directly provide counseling interventions using the Rational Emotive Behavior Therapy (REBT) approach to increase the psychological well-being scores after three observations. The graph above shows the duration of conditions during the baseline phase (A1) was three sessions, the intervention phase was four sessions, and the second baseline phase (A2) also occurred three times. Trend estimates indicate that during the baseline phase (A1), the trend direction was stable at a score of 103, and in the intervention phase (B), the score

increased to 133, 144, and 153, and remained at 153. Similarly, in the second baseline phase (A2), the trend showed an increase from 160 to 166. The level of psychological well-being at the end of baseline was 103, then increased to 153 at the start of the intervention, and gradually rose to 166 at the second baseline stage (A2). This indicates that the more interventions given, the more the target behavior improved. Therefore, the treatment can be said to be effective in increasing the counselee's psychological well-being. The graph also shows the level of change that occurred after receiving the intervention. If calculated at the baseline condition (A1) in the last measurement session (103) and the first session in the intervention condition (B) (133), the result shows a difference between the last baseline data point and the initial treatment data point of 50. This means that the change in target behavior improved (+), indicating that the treatment effectively increased the students' psychological well-being. The graph pattern indicates that the intervention process using the REBT approach can encourage improvements in psychological well-being that affect the counselee's life, both related to themselves and their social life. In this intervention, irrational beliefs (irB) of the counselee were found, such as demands for the father's role, prioritizing family happiness over personal happiness, being closed off to others, and considering playing to be important. Generally, the counseling process was carried out in three stages: the initial stage, the core stage, and the final stage. The initial stage involved building a good relationship with the counselee. Then, the core stage focused on the ABCDEF model. Finally, the last stage was G. The counselee was given the psychological well-being instrument three times before intervention. After obtaining the results, REBT interventions were conducted four times, discussing obstacles or problems with the highest disturbing scores in the counselee's life.

The first intervention discussed statements of sadness about family. The A (activating event) stage was conducted by asking the counselee to recount their experiences in the family. The counselor identified from the counselee's frequent statements related to the father. Based on the A assessment, it was found that the counselee's B directed at demands for the father's role. With this thought, C (consequence) the counselee had feelings of hatred and did not contact the father. Additionally, the counselee felt they did not receive enough affection and rejected their family condition. After obtaining ABC information, the counselor conducted D (dispute). The type of dispute was chosen based on identifying the counselee's verbal modality or expressions. The disputes used were logical and empirical. The logical dispute emphasized the counselee's mistaken thoughts about the father working away, which prevented him from providing other rights besides economics. The empirical dispute helped the counselee see facts about the father's behavior towards others besides themselves. The result of D became E (effect), i.e., happiness does not only occur in an intact family. From this, the counselee achieved F (new feeling), i.e., relief. In the G (goals) stage, the counselee wanted to establish a good relationship with the father (without hatred). The counselee would try to communicate with the father first.

The second intervention discussed not having a purpose in life and feeling that life is not important. After obtaining information in the A stage, it was found that the counselee's B was that it is not important to make oneself happy, but to make siblings and mother happy. This indicated that the counselee had an irrational belief (irB) related to demands for making others happy over themselves, or reflecting a person without self-interest. The C felt by the counselee was not caring about and developing their own desires. Therefore, D (dispute) was conducted using logical and empirical disputes. The disputes aimed at identifying potential in boxing and evaluating the logical thought that the self is valuable. The result of the dispute or E (effect) was a new thinking pattern: "I have my own desires and I am something valuable and worthy of

growth." F from the second intervention was that the counselee loved and listened to themselves more. The goal (G) was that the counselee would pursue their desire to become a boxing athlete by self-training and attending training sessions.

The third counseling session discussed difficulties in expressing discomfort or sadness. The counselee, from a broken home, did not discuss difficulties experienced (A). The counselee believed (B) that others had no right to know their condition, which was an overgeneralized thought. This overgeneralized thinking caused the counselee difficulty in expressing discomfort and choosing to suppress negative feelings. The counselee felt (C) difficulty sleeping and redirected to physical exercise. D (dispute) was conducted empirically. This aimed to help the counselee identify the reality of close people's care in inquiring about their condition and thoughts about others aligned with their own. The result of the dispute or E (effect) was a new thought that it is normal to share feelings with others, especially those who genuinely care. Then directed to detect F (new feeling) of relief for discussing discomfort without previous thoughts. The goal of this intervention was for the counselee to discuss difficulties with an aunt and parents.

The last counseling session discussed statements related to difficulties in positively organizing and managing life. The counselee had difficulty directing themselves as a student whose main task is to study compared to playing late into the night (A). This was based on the counselee's thought (B) that playing is the only thing that helps them sleep, not feel lonely, and be enthusiastic. This thought was an irrational belief (irB) that dramatizes playing as providing a positive impact. The counselee felt that playing helped them relax and rest comfortably, but they felt sleepy in class, did not complete school assignments maximally, and did not study for exams. To direct a healthy personality in the counselee as a self-directed person, dispute was conducted. The type of dispute used was functional, directing the counselee to identify the reality when playing late disrupts their obligations as a student. The result of the functional dispute or E (effect) was that playing late is not the only thing that helps them feel comfortable. F obtained was increased awareness of responsibility as a student. The goal of this intervention was that the counselee would set limits on playing time during school days.

3.2 Discussion

The intervention or B was conducted four times, discussing disturbing problems based on the lowest scoring statements. The intervention process found that the level of psychological well-being can affect an individual's life, especially adolescents. The counselee's psychological well-being was in the moderate category. Although in the moderate category, the counselee's psychological condition can be considered quite disturbing and hindering personal and social development. The underlying issue is family problems. Ilhamuddin (2023) stated that the portrait of psychological well-being is influenced by family conditions.

Experience in a broken home family can affect children's low psychological well-being due to trauma from losing a parent or family, whether due to death or divorce (Ryff, 2014). The trauma of loss can be felt as pressure, such as low self-acceptance and life goals (Ramadhani et al., 2016). Additionally, it can lead to anxiety, sadness, depression, introversion, lack of self-control, withdrawal from social life, lack of responsibility, and rejection of the condition (Ariyanto, 2023; Fisabilillah & Agustina, 2024). These conditions were also found in the counselee, such as difficulty in expressing experienced difficulties or sharing feelings with others, difficulty in managing life as a student, lack of life goals, and rejection of the family condition, especially towards the father.

During the initial counseling process or observation and relationship-building, the counselee's statements indicated unhealthy thoughts about themselves and others. These thoughts depicted the counselee's unhappiness in life. The portrait of the counselee's psychological well-being described above represents a maladaptive personality from the cognitive counseling perspective, specifically REBT (Rational Emotive Behavior Therapy). The pattern of obstacles experienced by the counselee reflects a maladaptive personality from the counseling perspective. In REBT, thoughts have a mutual influence on feelings and behaviors (Dryden, 1999). From this, it can be said that the counselee verbalizes their experiences, which are then perceived as truths of belief, directing negative responses in feelings and actions.

The REBT approach helps individuals minimize psychological disturbances and aggressive behaviors towards themselves, thus achieving satisfaction and meaning in life (Dryden, 1999). To achieve this, REBT is known for D (dispute). The implementation of the intervention in this study focused on D (dispute) from the counselee's irrational beliefs (irB) (Ruggiero et al., 2021). Dispute acts as a bridge in helping the counselee form more rational thoughts. Dispute involves confronting the facts or statements made by the counselee during the counseling process (Kristiani et al., 2022).

The intervention process was adjusted according to the principles of REBT theory, known as ABCDEFG. Individuals experience activating events (A) which are believed to be certain beliefs (B) (rational or irrational), leading to emotional, psychomotor, and cognitive consequences (Caruso et al., 2018; Walen et al., 1992). Irrational beliefs (irB) need to be challenged using D (dispute) to assimilate these beliefs and direct them towards E (effect), F (new feeling), and G (goals) (Dryden, 2007). REBT guides individuals to achieve beliefs that lead to healthier or more adaptive emotional, cognitive, and psychomotor changes. In this context, the counselor helps the counselee become aware of unhealthy thoughts using the REBT approach. This is supported by previous studies related to psychological well-being.

In REBT, a healthy personality is known as rational beliefs (rB) and a maladaptive personality is based on irrational beliefs (irB). A maladaptive personality is characterized by an individual's tendency to make absolute thoughts about experienced events (Culhane & Watson, 2003; Dryden, 2007). Characteristics of irrational thoughts include demands, overgeneralization, low frustration tolerance, dramatization, and evaluation. In contrast, a healthy personality is defined as an individual who can evaluate accurately, has desires, and acceptance. From the instrument measurements and during the intervention, it was found that the counselee reflected an unhealthy personality. This was seen from demands on the father's role, lack of personal desires, overgeneralization about sharing feelings, and dramatization in playing. Therefore, interventions are needed to help the counselee achieve a healthy personality, particularly in thought patterns.

REBT counseling can direct this goal using techniques, one of which is cognitive dispute. This is done because the counselee's problem lies in their thoughts. Fitriani et al., (2016& Tari et al., (2020) that cognitive dispute can help individuals with thought-related issues such as anxiety and adaptation abilities. Dispute consists of realistic, logical, philosophical, and functional types (MacLaren et al., 2016). In this intervention, cognitive dispute was used as the main technique to help improve the counselee's psychological well-being. The types of disputes used were logical, empirical, and functional, tailored to the counselee's problems. These three types of disputes were used to help the counselee evaluate reasoning errors, evaluate using evidence or facts, and assess the usefulness of thoughts in achieving life goals.

Based on previous research and the current study, it can be interpreted that adolescents or high school-aged individuals can experience obstacles in their psychological well-being.

These issues are not exclusive to adults but also require attention to the condition of adolescents, especially those from broken home backgrounds. In the adolescent or student context, counseling services play a role in helping students achieve independence. With counseling knowledge, especially REBT, it can help improve psychological well-being through dispute.

4. Conclusion

Rational Emotive Behavior Therapy (REBT) counseling is a technique that emphasizes dispute to help counselees transform irrational thoughts into rational ones. Based on the research results, REBT counseling has proven effective in improving the psychological well-being of students from broken home families. The results of this study showed an increase in psychological well-being scores after students received REBT counseling in five sessions periodically. The level of psychological well-being increased, as seen from the baseline A(1) measured three times before the intervention (B) with a score of 103. After the intervention, the scores increased to 133, 144, 153, and 153. Additionally, each aspect of psychological well-being also showed score improvements. Empirical and logical disputes helped in transforming negative and irrational thoughts into more rational and constructive ones. From irrational thoughts about themselves and their families, the counselee's thoughts became more rational, ultimately increasing their psychological well-being scores. Thus, it can be concluded that REBT counseling is effective in enhancing the psychological well-being scores of students from broken home families.

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