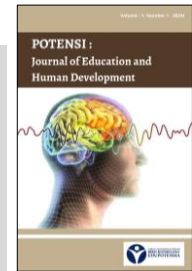


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Rational Emotive Behaviour Counseling Guideline for Academic Resilience in College Students

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ABSTRACT

The transition from high school to college often introduces significant stress due to the need to adapt to a new academic culture and social environment. This stress can lead to decreased academic success, lower grades, and even dropout if not managed properly. Challenges such as high academic demands, fatigue, and procrastination hinder student progress. Academic procrastination, influenced by external factors, is linked to various adaptation levels. Beyond intellectual ability, factors such as interest, motivation, and self-concept play crucial roles in academic performance. Students with clear goals and self-management skills are more likely to succeed. Grit which combines resilience, courage, and determination, enhances the ability to overcome challenges and achieve long-term goals. Developing a growth mindset, which views failure as a part of the success process, can further improve grit and academic resilience. Rational Emotive Behavior Therapy counseling has been shown to boost grit and academic resilience. This study emphasizes the importance of training in academic resilience through REBT to support student success.



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Introduction

Studying in college marks a new phase in life that can cause stress due to the transition from high school to college. This transition involves adjusting to a more demanding academic culture and a new social environment, which is crucial for success. Inability to adapt can decrease academic success and student achievement. Academic stress can significantly impact well-being, leading to low grades and even dropouts (Warren & Hale, 2020). Adaptation to the college environment is essential to mitigate these negative outcomes and ensure students thrive.

Students often face challenges such as high academic demands, fatigue, and academic procrastination, which hinder their progress (Pike & Kuh, 2005). Academic procrastination frequently arises due to external factors and is linked to varying levels of adaptation (Fauziah, 2015; Muyana, 2018). Besides intellectual ability, factors like interest, motivation, and self-concept significantly influence academic performance (Sugara et al., 2020). Students with clear goals and self-management skills are more likely to succeed (Bailey & Phillips, 2016). Self-adjustment and social support are also important predictors of academic success (Abdullah & Kong, 2014).

Grit is a combination of resilience, courage, and determination to achieve long-term goals (Crede, 2018). This quality enables individuals to confront and recover from failures, thereby enhancing their overall

capabilities (Neenan, 2009). Academic resilience, which is closely linked to the completion of studies and academic success, is influenced by both risk factors and protective factors. Protective factors play a crucial role in boosting resilience, making them essential for achieving academic success (Mashudi, 2016).

Both grit and academic resilience are fundamental to success. A growth mindset fosters a positive self-concept and resilience by viewing failure as an integral part of the success process (Dweck, 2007; Polirstok, 2017). Developing a growth mindset can enhance grit, which is important for academic resilience (Feldman, 2017; McCabe et al., 2020). Rational Emotive Behavior Counseling is effective in increasing grit and academic resilience, as well as promoting a growth mindset (Putri & Prihwanto, 2021; Sari et al., 2022).

Training in developing academic resilience is necessary for students to face challenges and achieve academic success (Duckworth & James, 2014). Academic resilience is a student's ability to effectively handle setbacks, stress, and adversity. This study focuses on using the rational-emotive behavior approach to enhance grit and academic resilience. Grounded in Rational Emotive Behavior Therapy (REBT) developed by Albert Ellis, this approach emphasizes the interconnectedness of cognition, emotion, and behavior (Corey, 2012).

Discussion

Academic Resilience

Resilience, derived from "resilire" meaning to bounce back, is the ability to withstand and adapt to problems and unexpected events (Benard, 2004). It involves coping with stress, persistence, and adaptability in adversity (Reivich & Shatte, 2002; Grotberg, 1995). Managing major changes while maintaining energy and health is also crucial (Siebert, 2005). Adolescents with high resilience often have good social skills and a positive outlook (Shatté et al., 2017; Atviyanto et al., 2020). Further research is needed on developing resilience amid changing life conditions and personal growth. Academic resilience in students includes self-adjustment to handle pressures, recovery from challenges, recognizing difficulties, and problem-solving skills (Liu et al., 2014; Lukow et al., 2015; Supardi, 2015; Novak et al., 2017).

Cassidy (2015) identifies three aspects of academic resilience: perseverance, reflection and seeking help, and managing negative influences. Masten & Reed (2002) state that resilience is shaped by protective factors, risks, and assets. Approaches to resilience include case studies and diagnostic models to classify individuals. Key factors affecting resilience include personal traits, family dynamics, social environment, spirituality, self-efficacy, optimism, self-esteem, and social support.

Rational Emotive Behaviour Counseling

REBT is a therapeutic approach that helps clients transform irrational beliefs into rational ones, modifying attitudes and perceptions for self-realization and effective living. According to Komalasari et al. (2011) and Putri et al. (2019), REBT addresses behavior problems caused by irrational thinking and teaches clients how cognitive inputs lead to emotional disturbances. It suggests that problems arise from beliefs and perceptions, not the environment. Corey (2009) explains that REBT helps clients differentiate behavior from self-evaluations, accept their imperfections, and turn emotional dysfunction into healthy behavior, while recognizing and understanding irrational thoughts and feelings.

This theory introduces the A-B-C concept, where thoughts, feelings, and behaviors occur simultaneously or influence each other, forming the A-B-C framework. Ellis initially developed this theory, which was later expanded into the A-B-C-D-E-F approach to better understand and change personality (Habsy, 2018). The A-B-C framework is a key component of Rational Emotive Behavior Theory, helping to understand clients' feelings, thoughts, events, and behaviors (Dryden & Neenan, 2004).

Rational Emotive Behaviour Counseling to Improve Academic Resilience

REBT starts by identifying irrational thoughts that affect academic performance, like the need for perfection or fear of failure (David, 2004). Counselors help students evaluate and challenge these thoughts by questioning their evidence and logic, thereby addressing the emotional distress and academic difficulties caused by these irrational beliefs (Mkangi, 2010).

Irrational thoughts are replaced with rational ones, like viewing failure as a learning opportunity (Ellis, 2009). This shift reduces fear and anxiety. Students also learn emotion management and problem-solving techniques, such as relaxation and cognitive restructuring, to handle academic stress (Dryden & Neenan, 2004). Counselors

encourage optimism and grit, which are crucial for motivation and perseverance towards academic success (Rusadi et al., 2021).

Social support is crucial in REBT, as counselors help students utilize resources from friends, family, and the community. This support enhances resilience by providing additional resources and encouragement. Regular evaluation and adjustment of strategies ensure the approach stays effective and tailored to each student's needs (Winkel & Hastuti, 2012). This ongoing assessment fine-tunes interventions, aiding both academic and personal growth. REBT thus helps students develop resilience, manage pressure, and achieve long-term success, equipping them with skills for stress management and goal achievement.

Conclusions

REBT helps students by identifying and challenging irrational thoughts that hinder academic performance, replacing them with more rational views, such as seeing failure as a learning opportunity. Techniques for emotion management and problem-solving, along with the development of optimism and grit, strengthen academic resilience. Social support from friends, family, and the community is also crucial for enhancing resilience. Regular evaluation and adjustment of strategies ensure the approach remains effective and tailored to individual needs, helping students manage pressure and achieve long-term success.

Declaration

Ethics Approval

This research was approved by the Institutional Review Board at the Universitas Muhammadiyah Tasikmalaya and was performed in accordance with ethical standards for research with human participants.

Informed Consent

All participants included in the current study provided informed consent immediately after clicking the survey link. Any participants who failed to complete the informed consent or declined were excluded from the study.

Conflict of Interests

The authors declared no conflict of interest concerning research and publication of this article.

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