



Received: 26-12-2023
Accepted: 06-02-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

The Effectiveness of REBT-Based Group Counseling on Students' Self-Regulated Learning (SRL) Ability Based on Sex

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Abstract

This study aims to identify the effectiveness of Rational Emotive Behavior Therapy (REBT)-based group counseling techniques in enhancing students' Self-Regulated Learning (SRL) abilities at MAN Salatiga. Furthermore, the research aims to determine whether there is a difference in SRL abilities between male and female students after participating in REBT-based group counseling. The research method employed is quantitative with an experimental approach. The experimental design used is a pretest-posttest single group design. A total of 30 students grade XI from MAN Salatiga (7 males and 23 females) participated in a 6-session REBT-based group counseling. SRL abilities were measured using an SRL assessment questionnaire for high

school students before and after the counseling sessions. Hypothesis testing utilized paired sample student's t-test and independent sample student's t-test statistics. The results of this study revealed that the REBT-based group counseling technique is effective in improving students' SRL abilities, both for male students ($t(6) = 6.64; p = 0.00; d = 2.51$) and female students ($t(22) = 12.9; p = 0.00; d = 2.69$). Additionally, the study unveiled that there is a difference in SRL abilities between male and female students ($t(28) = 2.16; p = 0.04; d = 0.93$). By employing the REBT-based group counseling technique, SRL abilities will significantly improve, especially among female students.

Keywords: Group Counseling, REBT, Self-regulated Learning, Sex

Introduction

Nowadays, students are not only required to have basic skills such as reading, writing and arithmetic but also the ability to learn throughout life, information management, social relationship management, self-management, problem solving, creative thinking, and being able to adapt ^[1]. The learning process at school can trigger the development of individual abilities in cognitive, affective and psychomotoric aspects ^[2]. Optimal individual development is at the Senior High School (SMA) level. In this phase, high school students are considered capable of taking responsibility for themselves so that the development of their abilities will be more optimal ^[3]. However, Darmiany ^[4] mentioned that the current phenomenon is different from what is expected, because high school students tend to have difficulties in managing their time well, thus potentially affecting their academic performance at school. Many things affect student academic achievement, one of which is Self-Regulated Learning (SRL) plays an important role ^[5].

The Self-Regulated Learning (SRL) is defined as an active learning process because students set goals, criteria and learning standards then monitor, evaluate the learning process and create a learning environment that supports learning ^[6]. SRL is a process in which a student not only makes a learning plan but also monitors, regulates and controls behavior so that it is in accordance with the goals that have been set ^[4]. Students who have high SRL ability are students who see themselves as agents of their own self-representation, become proactive in the learning process, have motivation and also use appropriate strategies in the process of achieving set goals ^[7]. Furthermore, SRL is the ability to control thoughts, feelings, and behaviors in achieving both academic and socioemotional goals ^[8]. By possessing SRL, students are considered capable of conditioning their learning process so that it will affect academic achievement ^[9].

The difference in the level of SRL ability of a student can be determined by many components. Sex is one of the components that can determine the difference in the level of SRL ability of a student ^[10, 11]. Male students and female students have a tendency to have different levels of SRL. The results of research conducted by Alhadi *et al.* ^[12] on 300 junior high school

students in Yogyakarta Special Region stated that there was a significant difference between the SRL levels of male students and female students where female students' SRL was at a higher level. In line with these results, research conducted by Rohman *et al.* [13] on 73 Pecangan junior high school students also produced similar results. However, the results of research conducted by Saija [14] on 188 Advent Indonesia student revealed that there was no significant difference between the SRL levels of male and female students. The same thing was also revealed in a study conducted by Susilowati *et al.* [15] on 36 students of the Faculty of Economics UNNES which stated that there was no difference in the level of SRL between male students and female students. Based on these results, further research is needed on the differences in SRL levels between male and female students. Given the importance of SRL in the learning process, students should have a high level of SRL. However, the results of research conducted on 415 Muhammadiyah Vocational School students in Yogyakarta found that 7% of students had very low SRL; 21% of students had low SRL; 42% of students had medium SRL; 23% of students had high SRL; and 7% of students had very high SRL [16]. This can be interpreted that there are still many students who do not have sufficient SRL skills so that it can interfere or even make it difficult for students to achieve maximum academic achievement.

According Hindrajat *et al.* [17], students' learning behavior is influenced by their SRL level so that students who have a low level of SRL tend to be less responsible for their learning process [18], unmotivated in learning [19] and do not have good time management [20]. If the student's condition is not handled properly by the school counselor, it will have a negative impact on the student themselves. The need for assistance and guidance from counselors for students will help students increase their SRL level [18]. There are several factors that influence students' low SRL. One of the dominant factors affecting SRL is mindset [21-23]. Students who have a rational mindset towards learning will be motivated and take strategic steps to be able to improve knowledge, understanding, or abilities regarding a topic or a subject independently [24]. If students have an irrational mindset towards learning then they tend not to be able to learn independently and optimally [25]. One of the strategies that can be done by schools to help students eliminate irrational thoughts while improving the students' SRL is to conduct group counseling services using Rational Emotive Behaviour Therapy (REBT) [26].

REBT counseling services are counseling services with a multidimensional approach that utilizes cognitive, emotional and behavioral techniques. The results of previous research state that REBT counseling services are effective in improving SRL abilities. Pratiwi *et al.* [27] provided REBT counseling services to 32 junior high school counseling teachers through zoom meetings. The results of this study indicate that there is an increase in teachers' SRL scores after being given counseling services using REBT. Furthermore, the results of this study recommend that REBT is an alternative that can improve SRL in students. Another research was conducted by Yuningdartie [26] who provided counseling services using REBT to vocational students. The results of her research stated that students who received REBT counseling services had higher SRL scores when compared to students who did not receive counseling services at the end of the session. Furthermore, this study

states that REBT counseling services are counseling services that are very suitable to be applied in the education area. REBT is a counseling approach developed by Albert Ellis in 1955 based on cognitive behavioral theory which assumes that a person's rational mindset is very important in influencing their mental health and actions [28]. According to this approach, problems do not arise because of events but because of irrational thoughts that interfere with a person to think rationally and hinder their goals (Jalali dkk., 2014) [29]. In other words, REBT reduces or eliminates one's irrational thoughts so that they can achieve their goals.

REBT can not only be done for the general public but also for students. This REBT service has proven to be able to reduce anxiety disorders experienced by medical students (Schenk dkk., 2020) [30]. Another study reported that REBT counseling services using the ABCDE format (Activating event, Belief, Consequences, Disputing, Effective new philosophy) proved effective for understanding student learning fatigue. With this ABCDE format, students are taught to change irrational beliefs and manage emotions so that they are able to overcome learning fatigue and improve learning quality [31]. This is in line with the statement of using a cognitive behavioral counseling approach. REBT is a cognitive behavioral counseling approach that aims to understand and overcome negative emotional and behavioral problems caused by irrational beliefs. The REBT approach helps students to rationalize their thinking, and can be applied as group therapy. Group therapy is a method in which group members are taught to apply REBT to peers in their group [32].

One of the studies regarding the effects of REBT on secondary school students is a study conducted by Abigou *et al.* [33]. This study was conducted on 146 secondary school students in Nigeria who had a negative mindset. The results showed that students in the experimental group (receiving REBT intervention) had a more positive mindset with a mean score of 162,75 compared to the previous score, which was 49,41. Research conducted by Konadi *et al.* [34] used a sample of XII grade high school students who suffered from academic stress. This study reported that the group of students who received counseling services with the REBT approach experienced a decrease in academic stress, as evidenced by the increasing number of students who had low or very low academic stress at the end of the session which reached 100% (10 students) when compared to before the intervention where the number of students who had low academic stress was only about 20% (2 students). Another study conducted by Habsy *et al.* [35] found that counseling services with the REBT approach improved emotional regulation in junior high school students. As many as 80% of junior high school students who previously had low emotional regulation, after being given counseling with the REBT approach for 4 meetings, had emotional regulation abilities that increased to the high category.

Based on the previous description, it can be said that REBT counseling services are able to improve the SRL abilities of counseling teachers and junior and senior high school students. The recommendation given from the results of the study is that REBT counseling services are considered capable of improving students' SRL and are suitable for application in educational areas. In addition, there are still inconsistent research results regarding differences in SRL abilities between male and female students along with differences in the effects caused by REBT group counseling

services on male and female students' SRL. Thus, this study is interested in identifying the effectiveness of REBT group counseling services to improve the SRL of MAN students in terms of sex.

Materials and Methods

This research is a quantitative study with an experimental research approach. The experimental design used in this research is true experimental design. True experimental design is the most recommended experimental design in psychology and education because research subjects are randomly grouped into two or more conditions [36, 37]. Furthermore, the experimental design used is the Pretest-Posttest Single Group Design. Based on Table 1, students will be included in the experimental group who will get group counseling services with the REBT approach. The measurement of SRL in students will be done twice, namely before counseling and after counseling.

Table 1: Pretest-Posttest Single Group Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂

Note: O₁ adalah pre-treatment measurement; O₂ adalah post-treatment measurement; X is REBT group counseling

Table 2: Category of Students' Self-Regulated Learning Ability

Category	Score Interval
Early Developing	20 – 35
Beginning to Develop	36 – 51
Developing	52 – 67
Proficient	68 – 83
Highly Proficient	84 – 100

Source: Kesuma & Faraz [2]

The preliminary measurement of SRL ability was followed by 236 MAN Salatiga students where 30 students (7 males and 23 females) from class XI met the criteria to become the experimental subjects of the study, namely having SRL ability in the "Early Developing", "Beginning to Develop", and "Developing" categories. The categorization of students' SRL ability can be seen in Table 2. The experimental subjects received treatment in the form of REBT group counseling sessions as many as 6 sessions conducted for a month to improve SRL ability. The improvement of SRL ability of the research subjects was measured using a measuring instrument in the form of a questionnaire with the Likert scale form with the answer options of each answer item ranging from 1-5. The measuring instrument used in this research is the SRL questionnaire for high school students consisting of 20 items [2]. The results of item discrimination analysis using the total item correlation moved from 0.312 to 0.611. The reliability coefficient of the SRL questionnaire measuring instrument for high school students using McDonald's Omega is 0.864. These results illustrate that the SRL questionnaire for high school students can be used to measure students' SRL ability.

Quantitative data analysis techniques used are paired sample comparison statistical techniques and independent sample student's t-test. Before analyzing with the student's t-test technique, researchers first tested the normality and homogeneity of the data. In addition, the effect size was calculated using Cohen's d. The Effect Size (ES) value is

said to be large if the d value is greater than 0.8, medium ES if the d value is between 0.2 and 0.8, and small ES if the d value is less than 0.2 [38]. Analisis statistik dilakukan dengan bantuan software Jamovi 2.4.2.

Results and Discussion

Result

Students' SRL Pre-test & Post-test Score

Male students' pre-test data is a measurement of SRL ability before the research sample receives treatment. In this study, the measurement of initial SRL ability through the pre-test process by using the student SRL questionnaire. After the scale was collected, the score of each male student who became a respondent was calculated by summing up the scores on each statement to determine the level of students' initial SRL ability before the intervention. Table 3 presents the scores and categories of the initial SRL ability of male students from the experimental group. Based on the results of the pre-test measurement of SRL ability before the intervention, it shows that the seven research samples did not have good SRL ability. The seven samples had various initial SRL abilities ranging from "early developing" to "developing".

Table 3: Score of Male Student's SRL Pre-Test and Post-Test

S. No	Student	Pre-test		Post-test	
		Score	Category	Score	Category
1	JMA	54	Developing	63	Developing
2	MSF	41	Beginning to Develop	82	Proficient
3	JTY	47	Beginning to Develop	83	Proficient
4	JFAR	55	Developing	81	Proficient
5	RHS	32	Early Developing	77	Proficient
6	FE	47	Beginning to Develop	76	Proficient
7	RNI	52	Developing	77	Proficient
Mean Score		46,86		77	

After the pre-test data is obtained, then the intervention is carried out on the experimental group. The intervention was conducted to improve students' SRL ability with REBT-based group counseling techniques. After the intervention ended, researchers took measurements again to find out the scores and categories of male students' SRL abilities after attending REBT-based group counseling sessions for 6 sessions. Based on Table 3, the results of the post-test of students' SRL ability showed that the subjects were in the developing and advanced categories. After the subjects participated in the counseling sessions, the majority of the subjects experienced an increase in SRL ability scores. The majority of the subjects were in the "Proficient" category after participating in the counseling session. Only one subject is still in the "Developing" category.

Female students' pre-test data is a measurement of SRL ability before the research sample receives treatment. In this study, the measurement of initial SRL ability through the pre-test process using the student SRL questionnaire. After the scale was collected, the score of each female student who became a respondent was calculated by summing up the scores on each statement to determine the level of students' initial SRL ability before the intervention. The following are the scores and categories of initial SRL ability of female students from the experimental group.

Table 4: Kemampuan SRL Pre-test dan Post-test Siswa Perempuan

S. No	Student	Pre-test		Post-test	
		Score	Category	Score	Category
1	NMA	52	Developing	60	Developing
2	MDAIP	54	Developing	82	Proficient
3	NBAPR	41	Beginning to Develop	94	Highly Proficient
4	AYD	52	Developing	85	Highly Proficient
5	NFD	55	Developing	75	Proficient
6	ADC	54	Developing	83	Proficient
7	ASS	46	Beginning to Develop	89	Highly Proficient
8	FSF	41	Beginning to Develop	82	Proficient
9	HAF	50	Beginning to Develop	82	Proficient
10	AAR	28	Early Developing	91	Highly Proficient
11	AFRW	47	Beginning to Develop	83	Proficient
12	EAB	55	Developing	81	Proficient
13	NIR	46	Beginning to Develop	84	Highly Proficient
14	FF	51	Beginning to Develop	75	Proficient
15	LH	52	Developing	78	Proficient
16	DA	46	Beginning to Develop	81	Proficient
17	IQ	48	Beginning to Develop	85	Highly Proficient
18	AR	29	Early Developing	91	Highly Proficient
19	VWT	27	Early Developing	91	Highly Proficient
20	ASA	36	Beginning to Develop	84	Highly Proficient
21	KHN	50	Beginning to Develop	92	Highly Proficient
22	AF	55	Developing	90	Highly Proficient
23	NF	54	Developing	88	Highly Proficient
Mean Score		46,5		83,74	

Based on the initial measurement results shown in Table 4, the initial SRL ability of female students was in the early developing to developing category. The majority of female students' initial SRL abilities were in the "beginning to develop" category. In other words, female students do not have good SRL skills. After the pre-test data was obtained, the intervention was then conducted on the experimental group. The intervention was carried out to improve students' SRL abilities with REBT-based group counseling techniques. After the intervention ended, researchers took measurements again to find out the scores and categories of female students' SRL abilities after attending REBT-based group counseling sessions for 6 sessions.

Based on Table 4, the results of the post-test of students' SRL skills show that the majority of female students' SRL skills improved after participating in the counseling session. The majority of female students' SRL skills are in the "highly proficient" category after participating in the counseling session. Meanwhile, there is only one student whose SRL ability is still in the "developing" category.

Assumption and Hypothesis Testing

In this study, the first tested hypothesis is to reveal the effectiveness of REBT-based group counseling techniques on improving the SRL abilities of male students and female students. Before testing the hypothesis using student's t-test, testing the assumption of data normality was conducted. The results of testing the assumption of data normality using the Kolmogorov-Smirnov (KS) statistical test can be seen in Table 5. The assumption of normality is met when the p-value of the KS statistic is greater than the significance value of 0.05. Based on Table 5, it is known that the KS statistical value is not significant. This indicates that the data of male students and female students are normally distributed so that hypothesis testing can continue.

Table 5: Results of Testing the Normality Assumption of Male and Female Student Data for Paired Samples

Group	Statistic	p-value
Male	0,19	0,92
Female	0,13	0,83

Hypothesis testing is done with paired samples student's t-test. The results of the first hypothesis testing can be seen in Table 6. Based on Table 6, there is a statistically significant difference in the SRL ability scores of male and female students before and after attending the counseling session. Both male and female students' SRL ability scores became higher after attending the group counseling session. Given that the p-value is smaller than the significance value ($p < 0.05$), H_0 in the first hypothesis is rejected and the alternative hypothesis is accepted, which confirms that at the end of the REBT-based group counseling session, male students and female students in the experimental group simultaneously showed an increase in SRL ability. Based on this, it can be concluded that REBT-based group counseling is effective in improving the SRL ability of male students and female students.

Table 6: Results of Paired Samples Student's t-test on Student Scores of Pre-test/Post-test groups Based on Sex

Group	Pretest		Posttest		t-test			ES
	M	SD	M	SD	t	df	p	d
Male	46,86	8,15	77	6,76	6,64	6	0,00	2,51
Female	46,5	8,85	83,74	7,37	12,9	22	0,00	2,69

The magnitude of Effect Size (ES) of group counseling with REBT approach on improving SRL ability of male students and female students is also presented in Table 6. Based on Table 6, it is known that group counseling with REBT approach has a large ES for both groups because the ES value is greater than 0.8. It is interpreted that the SRL ability of both male and female students experienced a very large increase after receiving treatment from REBT-based group counseling. In other words, REBT group counseling is very effective to improve the SRL ability of both male and female students.

The last hypothesis to be tested in this study is the difference in SRL ability between male students and female students after attending REBT-based group counseling sessions. Hypothesis testing uses independent samples student's t-test where the assumptions that must be met are data normality and homogeneity of variance. The results of testing the assumptions of data normality and homogeneity of variance can be seen in Table 7. Based on Table 7, it can be seen that the statistical value for testing the assumptions of data normality and homogeneity of variance is not significant. Based on this information, it can be concluded that the assumptions of normality and homogeneity of variance are met so that hypothesis testing can continue.

Table 7: Independent Sample Student's t-test Assumption Testing Results

Asumsi	Statistic	df1	df2	p-value
Normality	0,18	-	-	0,27
Homogeneity of Variance	0,15	1	28	0,70

The results of the last hypothesis testing can be seen in Table 8. Based on the analysis results listed in Table 8, it was found that there was a statistically significant difference in scores between male students and female students after attending REBT-based group counseling ($p < 0.05$). Due to the p-value which is smaller than the significance value, H_0 in the hypothesis is rejected and the alternative hypothesis is accepted. Thus, it can be concluded that there is a difference in SRL ability scores between male and female students after they undergo REBT-based group counseling where female students' SRL ability scores are higher than male students.

Table 8: Independent sample student's t test results on post-test scores of male and female students

Score	Male		Female		t-test			ES
	M	SD	M	SD	t	df	p	d
Posttest	77	6,76	83,74	7,37	2,16	28	0,04	0,93

The magnitude of Effect Size (ES) of the difference in the ability of male students and female students after attending REBT-based group counseling can be seen in Table 8. Based on Table 8, it is known that the difference between male students and female students after attending counseling has a large ES because the ES value is greater than 0.8. It is interpreted that there is a big difference between the SRL ability of male students and female students after attending REBT-based group counseling where the SRL ability of female students has increased higher than male students.

Discussion

Based on the results of testing the research hypothesis, it is known that the REBT approach group counseling technique is effective for improving students' SRL abilities, both male students and female students. This means that there are positive changes that occur in students' abilities during the counseling process. The increase in students' SRL ability will have an impact on better achievement so that students can become lifelong learners^[39, 40]. A student must have good SRL skills to support learning activities both at school and at home. This is important because if students are trying to achieve achievement success and success in life, students must be able to set goals, make plans and be able to monitor and control themselves^[41]. This is in line with the opinion of Wijaya^[42] who said that if SRL skills are well mastered, it has the potential to produce more proactive, motivated, and confident learners who are willing to become self-initiators in their learning process.

In this study, researchers together with several counselors, who are guidance and counseling teachers, help the counselee by focusing on the counselee's irrational beliefs related to the condition of SRL abilities that are not optimal, especially in the learning process. Researchers use several methods in REBT group counseling to help counsees uncover and change irrational thoughts into more rational thoughts so as to improve SRL abilities. This agrees with Bandura^[43] where the development of students' SRL is influenced by interrelated factors, one of which is self-belief and self-efficacy. When a student thinks and behaves rationally, then he will be able to do effective and happy things in learning and vice versa. The underdevelopment of SRL ability occurs as a result of irrational and illogical ways of thinking. Thus, underdeveloped SRL skills are based on irrational thinking, which cannot be proven. These irrational

thoughts will result in anxiety, low self-esteem and hopelessness, preventing students from developing effectively.

In the process of group counseling with REBT, changes in the level of SRL ability of each counselee vary from one another. Not all counsees immediately realized their irrational thoughts and were able to change these thoughts quickly. The intensity and magnitude of bad experiences in the past or painful events that have been experienced by the counsees make them have different abilities to change. SRL ability must also be based on the individual's self-concept which is a supporting factor in determining their developmental progress. In addition, conducive environmental support also plays an important role in developing students' SRL abilities. As stated by Bandura^[43] that the development of a student's SRL ability can be influenced by environmental conditions. The provision of group counseling with the REBT approach can help students to help each other change wrong thinking habits and self-destructive behaviors and support students to become more tolerant of themselves, others and their environment. This is in line with the opinion of Gladding^[28] which states that group counseling aims to help counsees solve their problems through interpersonal support so that they are able to deal with existing problems in the future. REBT group counseling provided to students shows the focus of changes aimed at individual and group thoughts, feelings, attitudes, goals, and behavior. This agrees with Astuti's statement^[44] which states that group counseling is an activity carried out by counselors in a group setting that aims to heal, prevent, develop, and direct. With these changes, students' SRL abilities will increase both individually and in groups.

Thus, it can be concluded that by decreasing the intensity of the counselee's irrational thoughts, such as anxiety, low self-esteem, hopelessness, there is a change in the level of students' SRL abilities. Therefore, it can be concluded that group counseling with REBT approach is proven effective in improving students' SRL ability. This result is in line with the results of Sælid & Nordahl's research^[45] which shows that REBT counseling is able to help students in reducing depression and burnout so as to increase students' self-esteem and hope. In addition, the results of this study are supported by previous research, namely research conducted by Konadi *et al.*^[34], with the title "Efektivitas Pendekatan Rational Emotive Behavior Therapy melalui Bimbingan Kelompok untuk Mengatasi Stres Akademik Siswa". The results of the study concluded that group counseling with the REBT approach was able to overcome academic stress from irrational thinking about academic stress, actualizing and implementing as a whole what was felt and what was observed from what they had done. How to overcome this academic stress by reducing irrational thoughts continuously and continuously. The process of reducing irrational thoughts is carried out by carrying out group counseling where in the group counseling process will create group dynamics that cause the process of feedback and exchange of thoughts between group members so that the process of reducing irrational thoughts will run well.

Bandura^[43] argues that sex is one of the factors that can affect a student's SRL ability. Based on the results of data analysis using independent sample t test, it is found that there is a difference in the level of SRL ability between male and female students after attending group counseling with REBT approach. Furthermore, it is known from the results

of descriptive data analysis that the average SRL ability of female students is higher than male students. The results of this study are in line with the results of research by Pérez *et al.* [46] which states that the SRL ability of female students is more than male students. In addition to the research conducted by Pérez *et al.*, research conducted by Alhadi *et al.* [12] and Rohman *et al.* [13] stated similar results that the SRL ability of female students was higher than that of male students.

The group counseling process with the REBT approach is an active process between the counselor and the counselee. In the group counseling process, the counselee must try to solve their own problems and help to solve other people's problems. In the study, the counselor helped the counselee get a safe and comfortable atmosphere so that the counselee could open up and participate in counseling activities. During group counseling sessions with the REBT approach, changes in the condition of counselee openness and the level of SRL ability of each counselee vary from one another. Counselee activeness is one of the keys to REBT group counseling sessions to be able to change irrational thoughts into more rational thoughts [47]. During the counseling session, female counsees were faster to open up than male counsees so that the activeness of female counsees was more visible. This indicates that female counsees feel more comfortable to share their stories and are more active in asking for help to solve their problems. A comfortable and conducive environment will affect the development of female counsees' SRL skills. This can be seen from the fact that the majority of the counsees are women so that female counsees provide opportunities for them to provide mutual reinforcement and attention to the development of their SRL ability level [48].

Conclusion

Based on the results of the research, it can be concluded that the group counseling technique based on Rational Emotive Behavior Therapy (REBT) is effective in improving the Self-Regulated Learning (SRL) ability of both male and female students at MAN Salatiga. It can also be concluded that there is a difference between the SRL ability of male and female students of MAN Salatiga after attending REBT-based group counseling sessions where the SRL ability of female students has increased higher than male students. So it can be said that REBT-based group counseling can improve students' SRL ability, especially female students.

This research is expected to provide scientific contributions to improve students' SRL abilities at school by using counseling in the MAN environment. However, this study still has some shortcomings including the unequal number of samples of male students and female students so that further research is recommended to use a relative number of samples for male students and female students. In addition, this study only uses REBT-based group counseling techniques. Future research is recommended to compare the improvement of students' SRL abilities using REBT-based group counseling with other counseling techniques.

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