

The Effectiveness of Rational Emotive Behavior Therapy (REBT) for X Junior High School Futsal Extracurricular Members to Improve Emotion Regulation Abilities so as to Reduce Anxiety Levels

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Abstract

This study aims to improve emotion regulation abilities so that it can reduce the level of anxiety in members of the X Junior High School futsal extracurricular in a more in-depth and specific way. Emotion regulation is the ability to monitor, evaluate, and modify individual emotional reactions to achieve Thompson's goals (in Gross, 2007). The data was obtained from measuring the level of anxiety of competing futsal extracurricular members using a questionnaire developed by Ekawaldi in 2014 regarding competition anxiety (Ekawaldi, 2014) and an emotion regulation questionnaire developed by Handayani in 2005 regarding emotion regulation (Handayani, 2005), as well as some identity data. Respondents in this study were members of Junior High School X's futsal extracurricular with the specifications of class VIII male students who would become the successors or regeneration of the futsal extracurricular futsal team. Based on the data analysis conducted, it can be concluded that members of the futsal extracurricular class, male students in class VIII, have problems related to poor emotional regulation, which affects their anxiety level. Based on the data analysis, it can be seen that there is a very significant difference between the results of the pre-test and post-test on emotion regulation, which is 0.000 ($p < 0.01$). Likewise with the anxiety problems faced by futsal extracurricular members, who have also experienced a decrease, which indicates that they have been able to minimize or reduce their feelings of anxiety. This was also reinforced by the existence of a very significant difference between the results of the pre-test and post-test, which was 0.000 ($p < 0.01$).

Keyword: Extracurricular, Futsal, Emotion Regulation, Anxiety

1. Introduction

Junior high school is the next level of formal education after elementary school, and at this level, the students are in the early youth stage with an age range between 12 to 15 years. At that age, students are expected to be able to develop themselves as best as possible according to their interests so that the potential that exists within them can be honed so that it is beneficial for their future. Self-development of students can't only be done through the academic field or teaching in class, as is commonly done by school students in general, but can also be done through non-academic fields facilitated by schools, one of which is extracurricular activities. Schools usually provide various kinds of extracurricular activities as a place for students to express themselves. Extracurriculars in a school have a variety of choices, ranging from science to sports that can train the members physically and mentally, such as futsal.

Futsal extracurricular is a place for male junior high school students to channel their physical abilities. These students are collected based on their existing interests for further training in order to hone the potential that exists in them and prepare them to take part in inter-school futsal matches as a form of achievement. However, because futsal is a competitive sport, the students who take part in the extracurricular

often experience some psychological reactions, namely difficulties in controlling or managing their emotions while competing, practicing, and afterwards. Such is the case with a group of male students at Junior High School X who are members of a futsal extracurricular. The existence of this psychological reaction makes futsal extracurricular students easily get emotional, have difficulty focusing, and feel worried about playing badly when competing or practicing. Sometimes this also continues after they have played a match or practiced, so this hinders them from bringing out their best abilities.

2. Literature Review

Thompson (in Gross, 2007) said that emotional regulation is the ability to monitor, evaluate, and modify individual emotional reactions to achieve goals. Furthermore, Gross explained that emotion regulation is the process by which individuals influence the emotions they have, when they have them, and how they experience and express them. There are nine types of emotion regulation expressed by Garnefski and Kraaij (2007), including:

- a. Self-blame
Conditions in which individuals blame themselves for what has happened to them
- b. Other blame
Conditions in which individuals blame other people or the environment for what has happened to them
- c. Rumination or focus on thought
Conditions in which individuals think about feelings and thoughts related to negative events
- d. Catastrophizing
Using the strategy of thinking that negative things or negative events that happen to individuals are something that is very bad or even the worst
- e. Putting into perspectives
Conditions in which individuals get rid of the importance of an event or emphasize relativity when comparing it with other events
- f. Positive refocusing
Conditions in which individuals prefer to think about pleasant things rather than having to think about actual situations
- g. positive reappraisal
Conditions in which individuals think about the positive things that can be obtained from an event for the individual's self-development
- h. Acceptance
Conditions in which individuals accept what has happened to them and realize again what really happened
- i. Refocus on planning
Conditions in which individuals think about what steps and methods must be taken in order to deal with negative things that can occur

Priest (in Safaria, 2009) said that anxiety is a state that is experienced when thinking about something unpleasant happening. In line with that, Atkinson (in Safaria, 2009) also revealed that anxiety is an unpleasant emotion that is characterized by symptoms such as worry and fear. Furthermore, Anshel (in Monty, 2000) explained that anxiety is an emotional reaction to a condition that is perceived as threatening. Anxiety describes an athlete's feeling that something undesirable is going to happen. According to Smith, Smoll, Cumming, and Grossbard (2006), there are three symptoms that indicate anxiety when facing sports situations, including:

a. Somatic Symptoms

This symptom refers to the appearance of organic symptoms, for example, abdominal muscle tension due to changes in deep emotional turmoil (Gunarsa, 2008). These symptoms of anxiety include several indications of autonomic tension, such as tension in the stomach muscles, leg muscles, hand muscles, and others.

b. Worries

Emerged because of demands from outside that gave birth to doubts about whether he could play well or not.

c. Disturbances of Concentration

Disturbances in athletes where athletes cannot focus on the game and cannot receive instructions from the coach properly.

According to Ellis (in Eford, 2016), REBT is a technique that believes that one's cognition is the source of various problems. One of the techniques in REBT is the ABC technique. Ellis (in Lesmana, 2009) said if a large emotional consequence (C-emotional consequence) follows an activating event (A-activating events), then it looks like A causes C, but in fact A does not cause C. Emotional consequences (C) are created by the belief system (B-belief system) possessed by individuals. So, if unexpected emotional consequences (C) occur, for example, anxiety or high anxiety, then this can easily be read from irrational beliefs (B) in the individuals. Self-talk, according to Eford (2016), is a technique that originates from rational emotive behavior therapy (REBT), where it is important for individuals to learn ways to challenge unreasonable thoughts that exist within themselves. Self-talk is a technique that can be used to refute unreasonable thoughts and develop healthier thinking in order to generate more positive self-talk.

3. Research Methodology

a. Interview

Interview, according to Stewart and Cash (1997), is an interactive communication process between two parties where one of them has a predetermined goal and usually the individual is involved with questions and answers. In this psychological examination, the interview data is obtained from a direct source, namely the community, the extracurricular itself, as well as parties related to the community, such as teachers and coaches, as well as junior high school futsal extracurricular supervisors. The type of interview used was semi-structured interviews. It is used to guide the course of the interview.

b. Focus Group Interview (FGI)

Focus group interviews, according to Vaughn, Schumm, and Sinagub (1996), are one of the qualitative methods to obtain data through interviewing several people at the same time (in groups). This method allows researchers to obtain information by listening to participants communicate and express their experiences.

c. Observation

Purwanto said that observation (in Basrowi & Suwandi, 2008) is a method or way of analyzing and systematically recording behavior by observing individuals or groups directly. Observations were made to see and observe the subject's daily behavior while in the community, both interactions between the subject and people in the community as well as the subject's activities.

d. Therapy

Psychotherapy, known as psychotherapy according to Corsini and Wedding (2008), is a process of formal interaction between two parties (two or more people) with the aim of improving an unpleasant condition (distress) on one party due to dysfunction or inability in cognitive function, affection, or behavior, with the therapist trying to develop, maintain, or change it through methods according to knowledge and skills as well as being professional and legal. The therapy given in this study was REBT, which is a technique that believes that one's cognition is the source of various problems. One of the techniques in REBT is the ABC technique. Ellis (in Lesmana, 2009) said if a large emotional consequence

(C-emotional consequence) follows an activating event (A-activating events), then it looks like A causes C, but in fact A does not cause C. Emotional consequences (C) are created by the belief system (B-belief system) possessed by individuals. So, if unexpected emotional consequences (C) occur, for example, anxiety or high anxiety, then this can easily be traced to irrational beliefs (B) in individuals.

e. Research Instrument

The emotional regulation of futsal extracurricular members in this study was measured using a questionnaire developed by Handayani in 2005 regarding emotion regulation (Handayani, 2005), where the validity of the questionnaire ranged from 0.434 to 0.674 with a Cronbach's Alpha reliability of 0.794 (> 0.70). This indicates that this questionnaire has good reliability. Based on nine types of emotional regulation from Garnefski and Kraaij (2007), namely self-blame, other blame, rumination or focus on being taught, catastrophizing, putting into perspective, positive refocusing, positive reappraisal, acceptance, and refocusing on planning, the emotion regulation questionnaire used consisted of 36 statement items, where each type of emotion regulation had four statement items. Therefore, the researcher divided this questionnaire into two, which were used as a pre-test and post-test, where each questionnaire consisted of 18 item statements, both in the pre-test and post-test questionnaires.

4. Result

a. Intervention results regarding anxiety

Learning outcomes of the therapy used in this study were measured with anxiety questionnaires on the pre-test and post-test that have been given, and the following results were obtained:

Graph 1: Anxiety Pre-Test and Post-Test

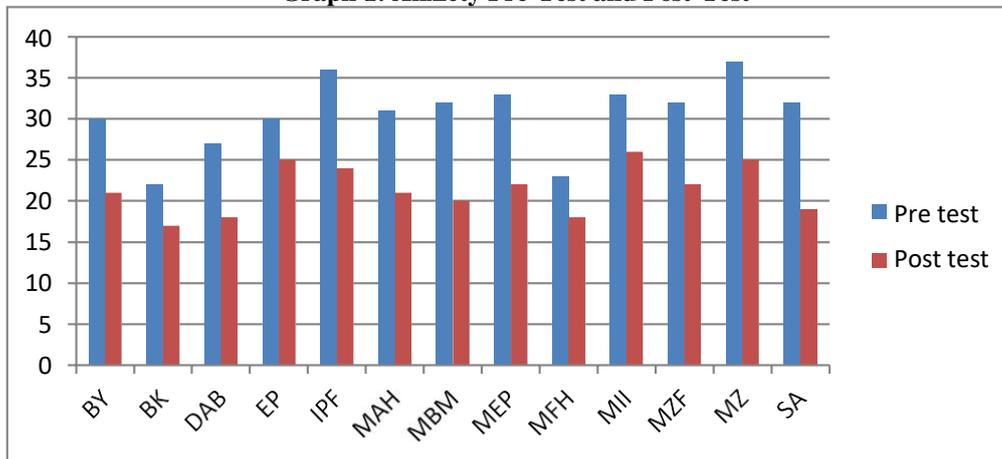


Table 1: Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	30.62	13	4.407	1.222
Post Test	21.38	13	2.959	.821

Table 2 : Paired Sample Test

	T	Df	Sig. (2-tailed)
Pre – Post Test	11.512	12	.000

Based on these results, it can be seen that there was a change in the anxiety level of 13 class VIII students who took part in the futsal extracurricular between before and after the intervention in the form of training to reduce anxiety levels. This is illustrated by the results of the pre-test and post-test that were given, where there was a decrease in anxiety levels. Meanwhile, the empirical mean before the intervention in the form of training was given was 30.62, and after the training intervention was given, it was 21.38. So after conducting the difference test, it can be concluded that there is a very significant difference between before and after class VIII students who are members of the futsal extracurricular following the intervention in the form of training because the results of the T test show a value of 0.000 ($p < 0.001$).

b. Intervention results regarding emotion regulation

The learning outcomes of the therapy used in this study are based on the pre-test and post-test questionnaires that have been given. The questionnaires are measured using an adaptation of the emotion regulation scale:

Graph 2: Pre-Test and Post-Test of Emotion Regulation

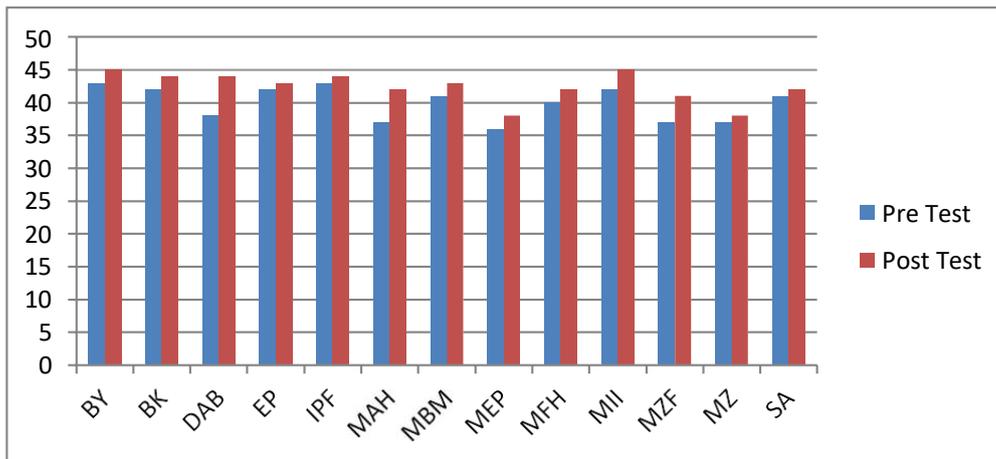


Table 3: Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	39.92	13	2.565	.711
Post Test	42.38	13	2.293	.636

Table 4: Paired Sample Test

	T	Df	Sig. (2-tailed)
Pre – Post Test	-5.501	12	.000

These results indicate that there is a change in the level of emotional regulation in 13 class VIII students who take part in futsal extracurricular activities between before and after the intervention in the form of training to reduce anxiety levels. This can be seen from the results of the pre-test and post-test that were given, where there was an increase in the level of emotional regulation. Meanwhile, the empirical mean before the intervention in the form of training was given was around 39.92, and after the training intervention was given, it was 42.38. Based on the results obtained after the difference test was carried out, it can be concluded that there is a very significant difference between before and after class VIII students who are members of the futsal extracurricular following the intervention in the form of training because the results of the T-test show a value of 0.000 ($p < 0.01$).

c. Reaction evaluation results

These results indicate that there is a change in the level of emotional regulation in 13 class VIII. The evaluation of intervention reactions was carried out by giving an evaluation form to class VIII futsal extracurricular members who took part in the intervention. The form was in the form of a quantitative statement and qualitative questions about the therapy that had been given and how the facilitator facilitated the course of the therapy, where the quantitative statement provided four answer choices that had to be chosen from the four answers that have been provided, namely SS (Strongly Agree), S (Agree), KS (Less Agree), and TS (Disagree).

Based on the evaluation results obtained, the futsal extracurricular students who participated in the training gave very appropriate responses to the six statements and the responses according to the four statements in the evaluation sheet and as many as seven out of thirteen students rated the facilitator's performance very well during the training. This shows that the training that had been given for four days went well so that it was able to increase understanding of emotion regulation in order to reduce anxiety levels in futsal extracurricular students at Junior High School X.

Meanwhile, based on the results of the qualitative evaluation obtained, it can be concluded that the training that has been given to students who are members of the futsal extracurricular makes these students have a deeper understanding of emotion regulation and how to manage it properly in order to reduce the level of anxiety within themselves. The training material provided is also easy to understand with a fun delivery method so as to provide motivation for extracurricular futsal students to become better individuals. However, several students made

suggestions regarding the facilitator's assertiveness, which had to be increased in conveying the material and the duration of the training time which needed to be extended so that the material could be delivered more optimally.

5. Discussion

Based on the assessment that has been carried out, it was found that the problem that existed in class VIII futsal extracurricular members was a problem of emotion regulation that was still not good enough so that it affected the level of anxiety that existed in each futsal extracurricular member. This poor emotional regulation usually occurs when members of the futsal extracurricular team are competing, practicing, or afterwards. Their lack of skill at regulating emotions causes them to easily get emotional when a player or team member makes a fatal mistake or when they are under pressure, such as when the opposing team wins first or manages to reverse the score. This also makes it more difficult for them to focus and makes them think that they will play worse, thus affecting their performance on the field.

What is experienced by members of the futsal extracurricular is that, according to Lane (in Stanley, 2012), emotions can affect the process and results of athletic performance; therefore, an athlete must be able to maintain optimal emotional conditions before and during a match by continuously regulating or managing emotions so that unwanted negative reactions do not occur. Meanwhile, Gunarsa (2004) said that emotional conditions can also affect physical and mental conditions, such as anxiety, in an individual. In this study, in order to improve emotional regulation in members of the class VII futsal extracurricular, training was implemented using the Rational Emotive Behavior Therapy (REBT) method, which is included in Cognitive Behavior Therapy (CBT), through ABC and self-talk techniques. According to Martin and Pears (2007), Cognitive Behavior Therapy (CBT) is a technique that combines cognitive and behavioral components. Cornier and Cornier (in Lumongga, 2009) say that Cognitive Behavior Therapy (CBT) is directed at modifying the functions of thinking, feeling, and acting by emphasizing the role of the brain in analyzing, asking, doing, and deciding again, so that it is hoped that it can change a behavior to be more positive. Giving this technique to members of the class VIII futsal extracurricular showed an increase in scores for 13 students who were members of the futsal extracurricular. This can be seen from the results of the pre-test and post-test, which are very significant based on the t-test value, which is 0.00 ($p < 0.01$) with an empirical pre-test mean of 39.92 and an empirical post-test mean of 42.38. This shows that Cognitive Behavior Therapy (CBT) is able to improve emotional regulation in class VIII members of the futsal extracurricular. These results are supported by research conducted by Mirza (2013) that shows CBT can effectively improve individual emotional regulation capabilities.

In addition, Berking, Wupperman, Reichardt, Pejic, Dippel, and Znoj (2008) also emphasized in their research that CBT can significantly reduce depression and negative emotions as well as increase positive emotions. Problems of emotion regulation that occur in futsal extracurricular members also tend to cause them to experience anxiety; therefore, this study also uses breathing relaxation exercise techniques to reduce the level of anxiety that arises. Through this breathing relaxation exercise, all 13 members of the futsal extracurricular who took part in the exercise experienced a decrease in anxiety levels. This can be seen from the very significant pre-test and post-test results based on the t-test value, which is 0.00 ($p < 0.01$) with an empirical pre-test mean of 30.62 and a post-test empirical mean of 21.38. These results are in accordance with what Handoyo (2002) said that breathing relaxation techniques can speed up the healing process, relieve stress and anxiety, and maintain and improve physical and mental health.

The results of the interventions that have been carried out show that the members of the futsal extracurricular tend to experience an increase in terms of emotional regulation and a decrease in their anxiety level. This was reinforced by several good and positive responses from futsal extracurricular members following the intervention process. Among them, members of the futsal extracurricular feel that

the training or intervention provided is able to increase their knowledge and train their emotions and thoughts to be more positive, so that it motivates them to become better individuals in managing the emotions and anxiety that arise in them. In addition to giving positive responses, some extracurricular members also conveyed things that needed to be developed or improved from the interventions provided, such as the trainer's firmness when providing interventions and the duration of time that needed to be extended. In addition, the changes in the futsal extracurricular members also show that the training or interventions provided are quite effective. This is due to the active involvement of the futsal extracurricular members during the training, this allows them to exchange ideas, both among the futsal extracurricular members and with the coaches (who provide interventions), so that what is conveyed in the training becomes more conveyable and brings out a better understanding for them. Giving group assignments by dividing groups randomly is also an important part for them, because it can foster a sense of tolerance and mutual respect for the opinions of each individual and builds a sense of trust in the group which is useful for managing emotions as well as a simulation of a match situation.

Furthermore, the provision of games and videos in the training made the members of the futsal extracurricular feel more comfortable and enjoyable when participating in the training, made it easier for them to remember the information provided, and provided positive reinforcement for themselves. Overall, the results of the training provided as a community intervention for members of the futsal extracurricular show positive results, but it is good that the training provided is able to be applied continuously by them in daily situations and conditions. This is because the success of a training is also related to its implementation and repetition, so what has been conveyed and given in the training can really be embedded in each futsal extracurricular member.

6. Conclusion

After conducting an assessment of the Junior High School X futsal extracurricular community, it appears that the community has problems related to poor emotional regulation, which affects their level of anxiety. Based on this, researchers provide interventions in the form of training to improve emotional regulation so that anxiety that arises can be minimized or reduced. The training was given to class VIII futsal extracurricular members, totaling 13 students with an average age of 14 years. This intervention itself was given four times and carried out twice a week.

The results of the given intervention were evaluated using a questionnaire on emotion regulation and competition anxiety through pre- and post-tests. The results obtained based on the collection of pre- and post-test data seem to indicate an increase in the problem of emotion regulation, so it can be said that the members of the futsal extracurricular have been able to improve or manage their emotion regulation better. This can be seen from the very significant difference between the results of the pre- and post-test, which is equal to 0.000 ($p < 0.01$). Likewise, with the anxiety problems faced by members of the futsal extracurricular, which also experienced a decrease, this indicates that they have been able to minimize or reduce feelings of anxiety that exist in themselves. This was also reinforced by the existence of a very significant difference between the results of the pre- and post-test, which was 0.000 ($p < 0.01$).

The training provided to members of the futsal extracurricular activities also tends to be quite good. This is because, firstly, there is active involvement of the futsal extracurricular members during the training; this allows them to exchange ideas, both among the futsal extracurricular members and with the trainer (who provides the intervention), so that what is conveyed in the training becomes more understandable and brings out a better understanding for them. Second, giving group assignments by dividing groups randomly is also an important part for them because it can foster a sense of tolerance and mutual respect for the opinions of each individual and build a sense of trust in the group, which is useful for managing emotions as well as a simulation of a match situation. Third,

the provision of games and videos in training makes futsal extracurricular members feel more comfortable and enjoyable when participating in training and makes it easier for them to remember the information provided and provide positive reinforcement for themselves.

7. Suggestion

a. For Futsal Extracurricular Members

Futsal extracurricular members are expected to be able to continuously apply the knowledge that has been obtained from the training provided, so that with repetition carried out, this knowledge will be automatically embedded and will form a more positive mindset, so that later this knowledge can help futsal extracurricular members manage the problems they face much better.

b. For Futsal Extracurricular Coaches and Trainers

Futsal extracurricular coaches and trainers are expected to be able to create or develop simple group games to train cooperation and help members get closer and get to know one another. This is intended so that members can develop their sense of tolerance and empathy so that later, when they are on the field, they are not easily provoked by emotions and are more calm in dealing with pressure from opponents or pressure that comes from mistakes made by team members. Giving the game can be done alternately when doing exercises or before the core training begins.

c. For X Junior High School

Junior High School X is expected to be able to help futsal extracurricular members by providing material support in the form of funding related to matters needed by futsal extracurricular members to participate in tournaments and the availability of supporting sports equipment, such as soccer balls. Because this can support the needs of the team so as to be able to spur their enthusiasm to further improve their achievements, a sense of belonging will be formed between the school and the members of the school futsal extracurricular.

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