



Implementation of Group Setting Rebt Counseling to Reduce The Consumption of Adolescence

Thaheransyah *)

Universitas Muhammadiyah Sumatera Barat
Indonesia

E-mail: thaheumsb@gmail.com

Anggi Fitria

Universitas Islam Negeri Imam Bonjol
Padang, Indonesia

E-mail: fitriaanggi35@gmail.com

Rosdialena

Universitas Muhammadiyah Sumatera Barat
Indonesia

E-mail: rosdialena@gmail.com

Sri Utami

Universitas Muhammadiyah Sumatera Barat
Indonesia

E-mail: utami8799@gmail.com

*) Corresponding Author

Abstract: *The consumptive attitude is an unreasonable thought so that economically when it becomes an action it causes waste and cost inefficiency. Psychologically it causes anxiety and insecurity. Meanwhile, REBT Counseling is to improve and change the attitudes, perceptions, ways of thinking, beliefs and views of the counselee which are irrational to become rational, so that they can develop themselves and achieve optimal self-realization and also there is no module for changing consumptive attitudes among adolescents. The research method uses the experimental method. data collection techniques were interviews and questionnaires, interviews were conducted with two informants who participated in the family and questionnaires were given to adolescents so that they could provide information and contribute to the research conducted. The data analysis technique used is descriptive data analysis, namely by describing the application of REBT counseling with group settings to reduce consumptive attitudes. The results of the research conducted found that from the results of the pre-test 30 adolescents 1 (3.3%) were in the very high category, 10 people (33.3%) were in the high category, 12 (40%) were in the medium category, 6 people were in the high category. (20%) are in the low category and 1 person (3.3%) is in the very low category of consumptive attitudes.*

Keywords: REBT Counseling, Consumptive Attitudes.

INTRODUCTION

Technological developments in Indonesia indirectly lead to an increase in people's purchasing power. Habits and lifestyles also change from time to time, individuals who initially save expenses, turn out to be extravagant without thinking about the benefits of the goods purchased. This pattern of life occurs in almost all levels of society, although with varying degrees, especially at the age of teenagers.

Consumptive attitudes are included in the behavior that is prone to be experienced by teenagers (T. R. Anggraini, 2017). The attitude of someone who wants to buy goods without thinking about the usefulness is what is called a consumptive attitude (Imron, 2003). The consumptive attitude of adolescents is an action that is clearly visible in obtaining, consuming, and spending industrial goods and services without limits and out of control, which is

characterized by a luxurious and excessive life (Wijayanti & Astiti, 2017).

Adolescents are a consumptive oriented group, because they like to try new things, are unrealistic and tend to be extravagant (Imanda, 2017). Consumptive attitude among teenagers is a phenomenon that occurs, both in urban and rural areas. The tendency of teenagers to spend more money for their needs without thinking about the benefits of the item. Consumptive attitude is a psychoeconomic phenomenon that affects many people's lives, especially those who live in urban areas. Consumptive attitudes also hit many teenagers who don't actually have the financial ability (Fathni, 2011). Teenagers often buy goods not because of the main needs in life, but lifestyle needs such as buying excessive food and shopping for food and online services. Chita et al., (2015) says that consumptive behavior is a buying attitude carried out by someone who is no longer based on rational thinking but is already at the level of buying goods because of irrational desires. The tendency of individuals, especially among teenagers, to buy things that are not necessarily used and useful for them.

According to Erikson, adolescents are seen from a psychosocial perspective, their age is a search for identity. At this time, adolescents are in a continuum between identity and identity confusion

(Yusuf, 2004). Association, (2015) defines adolescence as a period of a person starting from the symptoms of puberty to achieving economic independence. Adolescents are characterized by starting to mature sexually and mature in terms of age according to applicable law (Hurlock & Lee, 2012). Criminal law in Indonesia has not yet explained when someone is said to be a teenager. Someone who is 16 years old is grouped as an adult and is no longer the responsibility of parents if they commit a crime (Chita et al., 2015; Sarwono, 2011). (Hurlock & Lee, 2012) states that adolescence lasts approximately from 13-16 years, and the end of adolescence starts from 16-17 or 18 years.

The opinion above explains that, at this stage of development, adolescents are expected to complete their developmental tasks, one of which is in the field of entrepreneurial behavior (economic independence) by not being consumptive. This independent behavior is a task for adolescents, because adolescents must learn and practice in making plans, choosing alternatives, making decisions and acting according to their own decisions and being responsible for everything they do.

Economic independence can be defined as the desire to do everything for oneself, to be able to create a life in managing economic matters, and not to

depend on parents. The goal of gaining independence is a task for adolescents. One of the basics of economic independence is a cultural basis, this cultural basis in the end raises one of the problems for adolescents, namely consumptive attitudes (Asiyah, 2013).

As a follow-up to the problems described above, in an effort to reduce students' consumptive attitudes. Counselors can help students in an effort to reduce consumptive attitudes. Counselors can carry out various counseling strategies both individually and in groups, namely in the form of information services, individual counseling, group guidance, or through Rational Emotive Behavior Therapy (REBT) counseling (DiGiuseppe et al., 2013; Nielsen et al., 2001; Padesky & Beck, 2003). In this regard, REBT counseling can be an alternative to alleviating these problems. Specifically, REBT Counseling has the advantage that it is effective counseling in terms of the use of time and for preventing consumptive attitudes. The REBT counselor also discusses with the counselee, in order to maintain good habits when raised (Ani & Rustam, 2019). and every attitude that has a bad identity in adolescents must be corrected (Gani, 2019).

Prevention of consumptive attitudes in students can be done by using REBT counseling (Sulistiyoningrum,

2018), researchers try to provide alternative assistance to adolescents in reducing consumptive attitudes, by utilizing REBT counseling in helping students reduce these consumptive attitudes. As some of the goals of REBT counseling are to improve and change attitudes, perceptions, ways of thinking, beliefs and views of the counselee which are irrational to become rational, so that they can develop themselves and achieve optimal self-realization (Mashudi, 2016).

In particular, Rational Emotive Behavior Therapy Counseling assumes that individuals have the following potential: (a) Individuals have a unique potential to think rationally and irrationally, (b) Irrational thoughts come from irrational learning processes obtained from parents and their culture, (c)) Humans are verbal beings and think through symbols and language, (d) Emotional disturbances caused by continuous self-verbalization and perceptions and attitudes towards events are the root of the problem, not because of the incident itself, (e) Individuals have potential to change the direction of personal and social life (Fauziah, 2017).

Changing the direction of individual attitudes that are irrational and emotional which causes consumptive nature, this attitude is then given services using the stages of REBT counseling with

group settings. The purpose of this counseling is to help clients live a more realistic life (Daud et al., 2017), correct and change all irrational behaviors (A. Ellis, 1995; N. C. Ellis, 2002), teach how to gain rational thinking in life (Konadi et al., 2017).

The group setting used is a group discussion technique. Group discussions can build an atmosphere of mutual respect for differences of opinion and also increase participants' participation in expressing opinions and sharing insights and ideas between group members. Nelson, 1990) asserts that the purpose of group discussion is not to argue but to help members explore a topic of discussion so that each group member finds personal meaning to the topic being discussed. Based on the above, the topic that will be discussed by group members is REBT counseling to prevent students' consumptive behavior. Then it is written in the form of a counseling module.

METHOD

The method in this study uses quantitative methods (Kothari, 2004). data collection using research instruments, data analysis is quantitative (Sugiyono, 2013). Quantitative research method is a method that provides an overview in the form of numbers and then analyzed using statistics (Creswell, 2009). The type of research used is experimental, with a pre-

experimental design (Sugiyono, 2011). The population in this study were teenagers. The sample of this study amounted to 30 teenagers who were taken with the Slovin formula followed by purposive random sampling.

The instrument used in this research is the "Consumptive Attitude Scale" in the form of a Likert scale. This research was conducted directly to students by administering the "Consumptive Attitude Scale" and explaining the instructions for filling out the instrument to students. The instrument validity test used the Product Moment Correlation formula "Consumptive Attitude Scale". The data were analyzed using descriptive analysis. The research data was processed using assistance statistical products and service solutions (SPSS) version 20.00. Descriptive analysis technique used to see the picture of consumptive attitudes after being given REBT counseling treatment.

RESULT AND DISCUSSION

This research was conducted on adolescents who have different family backgrounds. This means that the research sample is heterogeneous, which can be seen from the different pocket money of teenagers, different parental income and different levels of consumptive attitudes. Of the 30 subjects in the distribution of the consumptive attitude questionnaire, it can

be seen in the research subject description table

Table 1
Adolescent Consumptive Attitude Level

Category	Score Range	F	%
Very high	> 179	1	3,3 %
Tall	145-178	10	33,3%
Currently	111-144	12	40%
Low	77-110	6	20%
Very low	< 76	1	3,3 %
Total		30	100%

Based on the results of the pretest in the table above, the level of adolescent consumptive attitudes can be seen as follows: out of 30 adolescents 1 (3.3%) were in the very high category, 10 (33.3%) were in the high category, 12 (40 %) are in the medium category, 6 people (20%) are in the low category and 1 person (3.3%) is in the very low category of consumptive attitudes.

Table 2
Pretest and Posttest Data on the Condition of Adolescent Consumptive Attitudes

Consumptive Attitude Condition	Category	Pre %	Post %
Motive Aspect	Very high	9,1	0
	Tall	45,5	0
	Currently	45,4	9,1
	Low	0	72,7
	Very low	0	18,2
Total		100	100
Fashion Update Aspect	Very high	18,2	0
	Tall	54,5	0
	Currently	27,3	9,1
	Low	0	90,9
	Very low	0	0
Total		100	100
Impulsive	Very high	18,2	0

Consumptive Attitude Condition	Category	Pre %	Post %
Purchase	Tall	54,5	0
	Currently	27,3	9,1
	Low	0	90,9
	Very low	0	0
Total		100	100
Waste	Very high	9,1	0
	Tall	36,4	0
	Currently	45,4	9,1
	Low	0	63,6
Total		100	100
Looking for fun	Very high	0	0
	Tall	81,8	0
	Currently	18,2	27,3
	Low	0	63,6
Total		100	100

Table 3
Teenage Consumption Rate

Criteria	Very High	Tall	Currently	Low	Very Low
Motive Aspect	0	30	40	23	7
Fashion Update Aspect	3	27	43	27	0
Impulsive Purchase	7	20	33	33	7
Waste	3,3	13	17	50	17
Looking for fun	0	33	47	17	3

Based on the results of the needs assessment in the table above, the level of adolescent consumptive attitudes can be seen as follows: from 30 adolescents it can be seen that the consumptive attitude of adolescents in the high category is in the pleasure-seeking aspect, which is 33.33 percent, some are even in the very high category. namely on the aspect of impulse buying with a total of 6, 67, and 3.33 percent on the aspect of fashion sophistication and extravagance and 0.00

percent on the aspect of motive and the aspect of seeking pleasure. Although some are included in the very low category, but only in one aspect, namely the aspect of fashion sophistication. Ideally, teenagers have a low consumptive attitude so that they can become productive and independent teenagers in the economic field. Economic independence can be defined as the desire to do everything for oneself, to be able to create a life in managing economic matters, and not to depend on parents. The goal of gaining independence is a task for adolescents. One of the basics of economic independence is a cultural basis, this cultural basis in the end raises one of the problems for adolescents, namely consumptive attitudes (Asiyah, 2013).

Based on table 2 above, the second highest aspect is the aspect of impulse buying, with 6.67 in the very high category, 20 percent in the high category, 33.33 percent in the low category and 6.67 in the very low category, with a total percentage of 61.89 percent. Furthermore, the third highest aspect is the motif aspect with a percentage of 30.00 in the high category, 40.00 percent in the medium category, 23.33 percent in the low category, 6.67 percent in the very low category, with an overall percentage of 60.57 percent. Then the fourth highest aspect is the motive aspect with 0.00

percent in the very high category, 30.00 percent in the high category, 40.00 percent in the medium category, 23.33 percent in the low category, and 6.67 in the very low category. with an overall percentage of 57.62 percent. And the lowest aspect is the waste aspect with 3.33 in the very high aspect, 13.33 in the high category, 16.677 percent in the medium category, 50 percent in the low category, 16.67 in the very low category, with an overall percentage of 52 , 67 percent.

Consumptive attitude is an attitude of buying goods and services that are less needed and only concerned with the desire factor compared to the need factor, and there is no priority scale or can also be interpreted as a luxurious lifestyle so that consumptive people can be said to no longer consider function or use when buying goods, but consider the prestige attached to these goods which consume goods or services in excess (Warsito, 2008).

Consumption can be said as a delinquent attitude or a deviant attitude when students shop by using pocket money excessively, lying to parents to get money for shopping, selling valuable items for shopping and stealing parents' money so they can buy things they like (R. T. Anggraini & Santhoso, 2017; Anggreini & Mariyanti, 2014).

Consumptive attitude is mostly done by women. Women's consumption attitudes are more interested in colors and shapes, not in technical terms and their uses, easily carried away by the seller's persuasion, quickly feel the atmosphere of the store, and enjoy doing shopping activities even though it's just window shopping (looking around but not buying) (Patricia & Handayani, 2014).

CONCLUSION

Consumptive attitude is an attitude of buying goods and services that are less needed and only concerned with the desire factor compared to the need factor, and there is no priority scale or can also be interpreted as a luxurious lifestyle so that consumptive people can be said to no longer consider function or use when buying goods, but consider the prestige attached to these goods which consume goods or services in excess.

Based on the above understanding, it can be said that consumptive attitude is a desire to consume goods or services in excess without considering rational thinking so that in the end this attitude can cause someone to be irrational, and this attitude can be reduced by REBT counseling because the purpose of this counseling is to change irrational attitudes.

Rational Emotive Behavior Therapy Counseling is a cognitive behavior

counseling that emphasizes the relationship between feelings, behavior and thoughts. Rational Emotive Behavior Therapy counseling can be done to help students who experience a lack of self-confidence, because a lack of self-confidence begins with the wrong mindset, doubts that arise because of something that is in the minds of these students.

REFERENCES

- Anggraini, R. T., & Santhoso, F. H. (2017). Hubungan antara Gaya Hidup Hedonis dengan Perilaku Konsumtif pada Remaja. *Gadjah Mada Journal of Psychology (GamaJoP)*, 3(3), 131–140.
- Anggraini, T. R. (2017). Menulis dan Mencatat dengan Menggunakan Metode Peta Pikiran (Mind Mapping). *Jurnal Bindo Sastra*, 1.
- Anggreini, R., & Mariyanti, S. (2014). Hubungan antara kontrol diri dan perilaku konsumtif mahasiswi Universitas Esa Unggul. *Jurnal Psikologi Esa Unggul*, 12(01), 126664.
- Ani, H., & Rustam, R. (2019). Fenomena Karakter Remaja Sma Kota Pontianak Dan Kajian Pada Rational Emotive Behavior Therapy (Rebt) Multikultural. *Emphaty Cons-Journal of Guidance and Counseling*, 1(1), 8–20.
- Asiyah, N. (2013). Pola asuh demokratis, kepercayaan diri dan kemandirian mahasiswa baru. *Persona: Jurnal Psikologi Indonesia*, 2(2).
- Association, A. P. (2015). Guidelines for psychological practice with

- transgender and gender nonconforming people. *American Psychologist*, 70(9), 832–864.
- Chita, R. C., David, L., & Pali, C. (2015). Hubungan antara self-control dengan perilaku konsumtif online shopping produk fashion pada mahasiswa Fakultas Kedokteran Universitas Sam Ratulangi angkatan 2011. *EBiomedik*, 3(1).
- Creswell, J. W. (2009). Mapping the field of mixed methods research. In *Journal of mixed methods research* (Vol. 3, Issue 2, pp. 95–108). SAGE publications Sage CA: Los Angeles, CA.
- Daud, A. N., Bergman, J. E., Oktor, M. P., Kerstjens-Frederikse, W. S., Groen, H., Bos, J. H., Hak, E., & Wilffert, B. (2017). Maternal use of drug substrates of placental transporters and the effect of transporter-mediated drug interactions on the risk of congenital anomalies. *PloS One*, 12(3), e0173530.
- DiGiuseppe, R. A., DiGiuseppe, R., Doyle, K. A., Dryden, W., & Backx, W. (2013). *A practitioner's guide to rational-emotive behavior therapy*. Oxford University Press.
- Ellis, A. (1995). Changing rational-emotive therapy (RET) to rational emotive behavior therapy (REBT). *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 13(2), 85–89.
- Ellis, N. C. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24(2), 143–188.
- Fathni, A. (2011). *Hubungan Antara Sikap Hidup Modern dengan Perilaku Konsumtif pada Remaja di SMA Negeri 1 Medan* [PhD Thesis]. Universitas Medan Area.
- Fauziah, D. M. (2017). *Bimbingan Konseling Rational Emotif Behaviour Therapy Teknik Homework Assignment Dalam Meningkatkan Kepercayaan Diri Siswa Korban Bullying Di Smp Negeri 3 Terbanggi Besar Tahun Ajaran 2016/2017* [PhD Thesis]. IAIN Raden Intan Lampung.
- Gani, A. (2019). Menemukan Identitas Diri Siswa MA Hidayatussibyan NW Sengkerang melalui Layanan Konseling REBT. *AS-SABIQUN*, 1(1), 10–22.
- Hurlock, L., & Lee, M. G. (2012). Potential health problems with the use of energy drinks. *West Indian Medical Journal*, 61(1), 1.
- Imanda, M. (2017). *Pengaruh Sikap Terhadap Uang pada Perilaku Konsumtif Remaja* [PhD Thesis]. University of Muhammadiyah Malang.
- Imron, M. (2003). Kemiskinan dalam masyarakat nelayan. *Jurnal Masyarakat Dan Budaya*, 5(1), 63–82.
- Konadi, H., Mudjiran, M., & Karneli, Y. (2017). Efektivitas Pendekatan Rational Emotive Behavior Therapy melalui Bimbingan Kelompok untuk Mengatasi Stres Akademik Siswa. *Konselor*, 6(4), 120–131.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Mashudi, E. A. (2016). Konseling rational emotive behavior dengan teknik

- pencitraan untuk meningkatkan resiliensi mahasiswa berstatus sosial ekonomi lemah. *Jurnal Psikopedagogia*, 5(1), 66–78.
- Nelson, T. O. (1990). Metamemory: A theoretical framework and new findings. In *Psychology of learning and motivation* (Vol. 26, pp. 125–173). Elsevier.
- Nielsen, S. L., Johnson, W. B., & Ellis, A. (2001). *Counseling and psychotherapy with religious persons: A rational emotive behavior therapy approach*. Routledge.
- Padesky, C. A., & Beck, A. T. (2003). Science and philosophy: Comparison of cognitive therapy and rational emotive behavior therapy. *Journal of Cognitive Psychotherapy*, 17(3), 211–224.
- Patricia, N. L., & Handayani, S. (2014). Pengaruh gaya hidup hedonis terhadap perilaku konsumtif pada pramugari maskapai penerbangan “X.” *Jurnal Psikologi Esa Unggul*, 12(01), 127078.
- Sarwono, S. W. (2011). *Psikologi Remaja Edisi Revisi*. PT. Raja Grafindo Persada.
- Sugiyono, P. (2011). Metodologi penelitian kuantitatif kualitatif dan R&D. *Alfabeta, Bandung*.
- Sugiyono, P. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfa Beta.
- Sulistiyoningrum, N. Y. (2018). Mengurangi Perilaku Merokok Pada Siswa Melalui Layanan Bimbingan Kelompok. *Jurnal Penelitian Bimbingan Dan Konseling*, 3(1).
- Warsito, M. N. (2008). *Mari Belajar Ilmu Pengetahuan Sosial*. Putra Nugraha.
- Wijayanti, A., & Astiti, D. P. (2017). Hubungan Antara Konsep Diri Dengan Perilaku Konsumtif Remaja di Kota Denpasar. *Jurnal Psikologi Udayana*, 4(1), 41–49.
- Yusuf, S. (2004). *Psikologi Perkembangan Anak. Bandung: Remaja Rosdakarya*.