

## Rational Emotive Behavior Counseling with Mindfulness Techniques (*Ruqyah Meditation*) to Increase The Noble Character of Students

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**Abstract:** This research was conducted to develop and test the acceptability of Counseling Guidance books with Indonesian culture-based mindfulness techniques (*Ruqyah Meditation*) to improve the noble character of students in Islamic boarding schools and to determine its effectiveness in its application. This study uses research and development methods using the 4D model by Thiagarajan. Then carried out further analysis using Aiken's validity with a validity result of 0.94 which indicates a high level of validity. So that this guidebook meets the criteria of acceptance in the use of guidance and counseling services in schools. To test its effectiveness, it was tested on students at school and involved 14 students in it using one group pretest and posttest, using the N-Gain score calculation formula of 0.65 which has a sufficient level of effectiveness. So that this guidebook is quite effective in improving the noble character of students in Islamic boarding schools.

**Keywords:** guide book; rational emotive behavior therapy; noble character

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## Introduction

In Islamic boarding schools, religious knowledge and noble character are highly respected as a form of application of Islamic teachings (Ihsan, 2021). Students in Islamic boarding schools (*Santri*) are a group of individuals staying in Islamic boarding schools which are on the task of seeking knowledge (Safi'I, 2022). Islamic boarding schools have certain rules and restrictions on their students (Ritonga, 2020). In Islamic boarding schools teaching and learning activities are arranged in such a way that the 24-hour activities are regular and well-scheduled. Therefore, the position of education in the formation of students' noble character is very important and also as the spearhead in the effort to make humans with physical and spiritual qualities (Mansir, 2022). This is because it relates to the goals and hierarchy of education itself. Educational institutions are the development of noble character (Fitriani, 2019).

Based on the results of direct observations by researchers, there are some students who have bad moral habits (*morals*) this take place continuously in the boarding school environment (Kaso, 2019). Morality itself becomes the identity of a student, so wherever santri have to use noble character in every job and action and also their daily activities (Tambak, 2020). It is very ironic if a student does not have noble character (Parinduri, 2020). It's like disrespecting elders, disrespecting teachers, being disrespectful, speaking dishonestly, etc (Negash, 2022).

This happens because of several things, including the failure of a system, namely the lack of guidance and counseling services in schools or in boarding schools (Hanafi, 2021). Guidance and counseling itself has a very urgent role in overcoming or being a solution to psychological and other problems that occur in a student (Karaman, 2021). In certain circumstances this guidance is used as a method or tool to achieve the objectives of the educational program in the Islamic boarding school (Shofwan, 2019). The following is the basis why it is important to hold a guidance and counseling service program, some of them are: first, there are educational and teaching problems that cannot be resolved by teachers as teachers, then, there is a conflict between students and teachers that requires a third party (Galea, 2020). Holistically, the selection of educational programs in modern Islamic boarding schools consists of the following areas:

1. In the field of curricular education is the main core activity in the framework of the process of equipping students with various treasures of knowledge.
2. In the field of administration which has a function as the management and controller of all fields of activity and activities in Islamic boarding schools.
3. In the field of coaching or counseling services for students whose function is to provide assistance or treatment or services to students. (Tolib, 2015)

Based on the explanation above, it is important to develop a guidebook for rational emotive behavior counseling guidance to cultivate the noble character of students in Islamic boarding schools (Luo, 2022). The researcher hopes that students can improve their noble character as students in Islamic boarding schools (Zainal, 2022). So that they stay true to their identity and have a high moral attitude both in the Islamic boarding school or when they enter the community (Anggadwita, 2021).

This research uses rational emotive behavior therapy as the choice. In (Bastomi & Aji, 2018) According to Gerald Corey Rational Emotive Behavior therapy is problem solving that focuses on aspects of thinking, judging, deciding, directive without dealing more with the dimensions of the mind than with the dimensions of feeling. Rational Emotive Behavior Therapy (REBT) at its time differed from other mainstream therapies, especially in the importance of discussing placing and adapting how clients think (O'Donohue, 2022).

Mindfulness techniques (*ruqyah meditation*) as a technique. In (Sardi et al., 2021) mindfulness is a condition with attention and awareness of current events. Mindfulness shows the quality of being clearly aware of the current experience as opposed to the state of mindlessness which is a state of lack of wakefulness from an individual habit or automatic function that can make an individual chronic (Waskito et al., 2018)

In (Sya'roni, 2018) stated that Ruqyah in practice can be interpreted operationally as a healing effort carried out by a Muslim by asking Allah for healing either for himself or for others by reading authentic Al-Quran verses taught by Rasulullah SAW.

The final goal of this research is to increase the noble character of students in Islamic boarding schools. Ibn Miskawaih (W. 421 H/1030 AD), a leading and ancient moral expert, briefly stated that *Akhlak* or morality is a trait that is embedded in oneself that can make it possible to carry out an action without needing more thought and more consideration (Nurhayati, 2020).

## Method

The method in this research using research and development design, using the 4-D development model by Thiagarajan (1974) the stages in this 4-D model are the Define, Design, Develop, and Disseminate stages.

The first one is Define Phase this is a preliminary study in this research to develop initial ideas. Needs analysis as the basis for developing a guidebook product that focuses on improving the morals of students in Islamic boarding schools.

The second is Design stage, this design stage has four stages. According to Thiagarajan (1974:7) several stages are constructing criterion-referenced tests or compiling test criteria, then media selection, preferred format, and initial design. Of course, it has been adjusted to the results of the research and the arrangement already in this guidebook.

Third is the development stage, at this stage, is the development stage involving expert appraisal and development testing.

The last is Dissemination stage is the stage of disseminating the results. After adjusting and making improvements.

This guidebook research involved several assessors. The assessors consisted of five experts in Islamic counseling and ruqyah practitioners as well as a counseling teacher at SMP 1 Ibrahimy to test the acceptability of this guidebook. Then use 14 sampel of Ibrahimy junior high school students to test its effectiveness.

This analysis is continued by calculating the score obtained by using the aiken or aiken's V coefficient validity formula in (Hendryadi, 2017) with the following formula:

$$V = \sum S / [n(c - 1)]$$

(Source: Aiken, 1985)

Description:

S = r - lo

Lo = the lowest score

C = the highest score

R = the score given by the evaluator

To calculate the increase and also the effectiveness of a manual, the N-gain formula is used to determine the extent to which the results obtained between before and after being given treatment and produced pretest and posttest scores:

The following formula can be used in (Amalia putri, 2016)

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

The results of the calculation of n gain are then reprocessed in the form of a percentage so that it is known how effective it is.

## Results and Discussion

The results of the assessment of this book which involved 5 experts in assessing the rational emotive behavior guidebook with mindfulness techniques (*ruqyah meditation*) based on Indonesian culture to improve the noble character of students in Islamic boarding schools. Then it is calculated using aiken's V formula as follows:

Table 01. Expert Judgement Score

|              |   | Judges |    |    |    |    |    |    |    |    |    |    |      |
|--------------|---|--------|----|----|----|----|----|----|----|----|----|----|------|
|              |   | R1     | R2 | R3 | R4 | R5 | s1 | s2 | s3 | s4 | s5 | ∑S | V    |
| Point Number | 1 | 5      | 5  | 5  | 5  | 5  | 4  | 4  | 4  | 4  | 4  | 20 | 1    |
|              | 2 | 5      | 5  | 5  | 4  | 4  | 4  | 4  | 4  | 3  | 3  | 18 | 0,9  |
|              | 3 | 5      | 5  | 5  | 5  | 4  | 4  | 4  | 4  | 4  | 3  | 19 | 0,95 |
|              | 4 | 5      | 5  | 5  | 5  | 4  | 4  | 4  | 4  | 4  | 3  | 19 | 0,95 |

(Rational Emotive Behavior Counseling with Mindfulness Techniques (*Ruqyah Meditation*)...)

|                |   |   |   |   |   |   |   |   |   |   |             |      |
|----------------|---|---|---|---|---|---|---|---|---|---|-------------|------|
| 5              | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 6              | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 7              | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 8              | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 9              | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 10             | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 11             | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 18          | 0,9  |
| 12             | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 18          | 0,9  |
| 13             | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 14             | 5 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 18          | 0,9  |
| 15             | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 2 | 17          | 0,85 |
| 16             | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 19          | 0,95 |
| 17             | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 3 | 18          | 0,9  |
| 18             | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 20          | 1    |
| <b>Average</b> |   |   |   |   |   |   |   |   |   |   | <b>0,94</b> |      |

Content validity with the coefficient V formula from Aiken is a formula for calculating more detailed validation by calculating the acceptability range of a test result. From the results of calculating the validity using the Aiken validity coefficient formula, it is known that the acceptability level of each item has an average score of 0.94 which indicates very high validity.

Furthermore, at the experimental or testing stage for research subjects, the formula of n-gain or normalized gain is used to know whether there are significant results or to identify improvement between before and after the test.

**Tabel 02. N-gain score result**

| RESULT OF N-GAIN SCORE |          |           |             |                       |        |                |
|------------------------|----------|-----------|-------------|-----------------------|--------|----------------|
| N                      | Pre-test | Post-test | Pos-Pre     | Ideal Score (100)-Pre | N-Gain | N-Gain percent |
| 1                      | 62       | 89        | 27          | 38                    | 0,711  | 71,05          |
| 2                      | 78       | 92        | 14          | 22                    | 0,636  | 63,64          |
| 3                      | 78       | 95        | 17          | 22                    | 0,773  | 77,27          |
| 4                      | 43       | 73        | 30          | 57                    | 0,526  | 52,63          |
| 5                      | 76       | 89        | 13          | 24                    | 0,542  | 54,17          |
| 6                      | 76       | 99        | 23          | 24                    | 0,958  | 95,83          |
| 7                      | 90       | 99        | 9           | 10                    | 0,900  | 90,00          |
| 8                      | 71       | 99        | 28          | 29                    | 0,966  | 96,55          |
| 9                      | 73       | 89        | 16          | 27                    | 0,593  | 59,26          |
| 10                     | 53       | 81        | 28          | 47                    | 0,596  | 59,57          |
| 11                     | 72       | 73        | 1           | 28                    | 0,036  | 3,57           |
| 12                     | 91       | 99        | 8           | 9                     | 0,889  | 88,89          |
| 13                     | 44       | 48        | 4           | 56                    | 0,071  | 7,14           |
| 14                     | 83       | 99        | 16          | 17                    | 0,941  | 94,12          |
| 70,7143                | 87,4286  | 16,71429  | 29,28571429 | 0,653                 | 65,264 |                |

To identify the effectiveness, it was consulted and using the percentage gain from the n-gain score above based on the n-gain interpretation category Arikunto 1999 in (Nashiroh et al., 2020):

**Table 03. N-gain Interpretation**

| INTERPRETATION EFFECTIVITY | CATEGORY OF N-GAIN   |
|----------------------------|----------------------|
| PERSENTASE                 | INTERPRETATION       |
| <40                        | INEFFECTIVE          |
| 40-55                      | LESS EFFECTIVE       |
| 56-75                      | MODERATELY EFFECTIVE |
| >76                        | EFFECTIVE            |

It can be seen that the guidebook for rational emotive behavior counseling with mindfulness techniques (*ruqyah meditation*) based on Indonesian culture to improve the noble character of students in Islamic boarding schools is quite effective in its application in alleviating these problems that has 65,264%. This is evidenced by the percentage which is at 56-75%.

## Conclusion

Based on the results of the discussion on the development of a guidebook for implementing rational emotive behavioral counseling with mindfulness techniques (*ruqyah meditation*) based on Indonesian culture to improve the noble character of students at this Islamic boarding school, the results are as follows: the results of calculating the scores given by experts is a very high validity meaning so that its acceptability is also high. So that it can be used in the implementation of guidance and counseling services. Furthermore, regarding the effectiveness of the guidebook the result has meaning of a guidebook for implementing rational emotive behavioral counseling guidance with mindfulness techniques (*ruqyah meditation*) is quite effective to improve the noble character of students in Islamic boarding schools.

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