

PREDICTIVE VALIDATION OF MODULE OF “SENANG” BASED ON THE RATIONAL-EMOTIVE APPROACH TO IMPROVE STUDENTS’ SUBJECTIVE WELL-BEING

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ABSTRACT

Well-being is one of the important problems experienced by teenagers. Nowadays, there are still many teenagers feel less unhappy and dissatisfied with their life, including the life at school. Low levels of happiness and life satisfaction of adolescents at school can be a threat to their subjective well-being that has an impact on the process of academic activities. The purpose of this study is to test the validity of the module of "SENANG" based on rational-emotive approaches in improving Junior High School students' subjective well-being. This research was a quasi-experimental research with the design of untreated control group design with dependent pre-test and post-test samples. The subject research consisted of 31 Junior High School students that were divided into 18 students in the control group and 13 students in the experimental group with scores of students' subjective well-being in the category of medium. The module content validity from the assessment by a panel of six experts gained the results of the validity coefficient of ≥ 0.75 (formula Aiken V). The results of statistical tests show that there is a difference of the improvement of students' subjective well-being from the pre-test to the post-test which is higher in the experimental group than those in the control group. Contribution given by training of "SENANG" based on the rational-emotive approach of 65,3% to the improvement of Junior High School students' subjective well-being.

Keywords: Junior High School Students, rational-emotive, subjective well-being.

INTRODUCTION

Well-being refers to the quality of people's life. It is not only seen in adults but also in children and adolescents. The children and adolescents are the nation generation whose quality of life needs to be paid attention. The well-being of children and adolescents is not apart from a wide range of issues. There are a large number of teens feel less happy with their current life. According to The Children's Society (Rees et al, 2010) based on the survey results conducted in the United Kingdom in 2008 and 2010 to 7000 children aged 10-15 years and 2000 children aged 8-15, it is noted that 14% of them are unhappy with their school. The survey results indicate that there are still many children feel less happy while they are in school. School environment plays an important role in the life of children and adolescents that is associated with the positive and negative experience (Nordlander & Stensota, 2014).

In Indonesia, it is not apart from the problems relating to well-being either. Based on the report of released World Happiness 2015, The Sustainable Development Solutions Network 2015, the level of happiness of Indonesian society is still lower than those in neighboring countries are. It ranks to 74 compared to Malaysia at 61, Thailand at 32 and Singapore at 24 that is the highest in Southeast Asia (Helliwell et al, 2015). This shows that the Indonesian

people have a happiness level that is still lower than those in some countries in Southeast Asia.

Happiness must not only owned by adults but also children who are the generation of the nation. Happiness in children and adolescents is the focus of attention for the world future due to 31% of the world population is under the age of 18 years (Helliwell et al, 2015). According to Helliwell et al (2015) children's well-being is affected by every aspect of their life including the life at school, nevertheless there are still many schools which do not make well-being as the main objective. This can be one of the factors that there are still a large number of students feel less happy at school.

The interview results to the counseling teachers in March 2015, in SMP Negeri X in Yogyakarta obtained information that among the existing children's problems they handle in school, there are still many students having problems in school. They feel less comfortable at school, rejection from friends, less able to adjust to the academic demand, and some of them become the object of bullying and there is the discontent against the teacher's role in the learning process (Sukvadewi, 2015). In addition, based on the interview results to five students of grade 7 in SMP Negeri X Yogyakarta done in March 2015, it is noted that there are many problems they experience at school that affect their activities at school. The feeling of uncomfortable at school due to rejection from friends, classroom environment that is less comfortable, and academic demands which become their burden (Sukvadewi, 2015).

Social support is very important for students in performing activities mainly at school. According to the research results, there is a significant relationship between the perceived social support and the teenagers' subjective well-being in school (Tian et al, 2014). In addition, the school environment plays an important role in the students' life related to the positive and negative experiences (Nordlander & Stensota, 2014). This indicates that the low level of social support owned by students at school will affect their well-being.

LITERATURE REVIEW

Adolescence is a period of transition from childhood entering early adolescence, which is the next stage of development characterized by identity development that occurs in the self-description, biological, personality and cognitive and social role changes (Kuperminc & Michelle, 2013). According to Anderman, transition of elementary school students to Junior High School students becomes a difficult time that causes stress for many students because in adolescence individuals are experiencing many changes which are characterized by cognitive development, and bigger responsibilities, having more friends, facing many achievement demands, and interacting with various subject teachers at school (Santrock, 2013). The cognitive development of the teens is also indicated by the presence of perspective taking, regarding the ability of adolescents to understand the feelings and thoughts and the ability to perceive things from another person's perspective (Santrock, 2013). Teens' perception of themselves, others, and the environment has a lot of influence in life. According to a research of Suldo et al (2012) students' perceptions of school climate have a significant relationship towards students' life satisfaction and internal and external problems. Besides, the teen's perception towards life affects their life satisfaction (Suldo et al, 2014).

Subjective well-being is the evaluation done by individuals to the current or past life (Diener, Oishi, & Lucas, 2003) related to life satisfaction, positive affect and low negative affect (Diener, 2000; Diener, 1984, Diener, Sapyta, & Suh, 1998 in, Diener & Tay, 2015). The

evaluation is done by individuals to life satisfaction both globally as well as specific domain (Diener, 2000; Diener, Oishi, & Lucas, 2003),

Students' discontent on life at school can give a bad impact for adolescents at schools ranging from adaptive difficulty, low academic results, low self-esteem (Gilman & Huebner, 2006), and the lack of interest in school activities (Aypay & Eryılmaz, 2011). Individuals who have higher subjective well-being have more life satisfaction and rarely experience unpleasant emotions such as anger and sadness (Eid & Larsen, 2008).

The students' well-being at school gives influences to their academic activities. The research results show that the school function is associated with teenagers' subjective well-being, of which subjective well-being can predict academic results (Gilman & Huebner, 2006). In addition, the high subjective well-being helps them in dealing with the school demands (Shoshani & Slone, 2013). Therefore, it is important to improve students' subjective well-being at school. According to Diener & Ryan (2009) interventions with Cognitive Behavior Therapy and Rational Emotive Behavior Therapy can improve subjective well-being. According to Ellis, the low subjective well-being of individuals is caused by the irrational beliefs against unpleasant experiences such as family problems, difficulty in the workplace, and the self-defeating trauma (Diener & Ryan, 2009).

Rational Emotive Behavior Therapy was developed by Albert Ellis in 1953 which was previously known as Rational Psychotherapy Approach (Dryden, 2013). Later, it was transformed into Rational Emotive Therapy and finally changed into Rational Emotive Behavior Therapy (REBT) (Bernard, 2011; Holt & Austad, 2013). According to Dryden & Neenan (2004) the REBT is an approach to counseling and psychotherapy. Oluyemisi & Oyeseji (2015) use term of rational-emotive approach to explain the Rational Emotive Behavior Therapy. In addition, the term of rational-emotive approach is also used in research conducted by Dewanto (2015). The researcher also used the term of rational-emotive approach to explain the Rational Emotive Behavior Therapy.

REBT is an approach that emphasizes on thoughts, feelings and actions, which are interrelated (Ellis, 2004; Dryden, 2013; Najafi & Lea-Baranovich, 2014). According to Ellis, the approach of rational-emotive based on that emotional distress is the result of irrational belief (Ellis & Dryden, 1997; Sundel & Sundel, 2005). Ellis uses cognitive restructuring to transform dysfunctional belief (Ellis & Dryden, 1997; Sundel & Sundel, 2005) and help individuals change assumptions and views of the experience which can lead to maladaptive behavior (Sundel & Sundel, 2005). The ABC model developed by Ellis to explain the relationship between thoughts, feelings and behavior, as well as DE (Disputing-Effect) is an argument against the belief that yields new effect in the intervention process (Trower, Casey, & Dryden, 1988; Bernard, 2011; Dryden, 2013; Dryden & Neenan, 2004; Vaida et al, 2008).

Rational-emotive approach can lower students' irrational thought (Vaida, Kallay, & Opre, 2008) and is used to help students cope with emotional disorders as well as students' behavior that results in low students' achievement in school (Banks & Zions, 2009). In addition, rational-emotive approach can be used on the individuals who experience anxiety, anger, and guilt (Sundel & Sundel, 2005). According to Ellis, irrational belief of individuals can result in the emotional disorder and emotional distress, which can affect the life function (in Corey, 2009; Najafi & Lea-Baranovich, 2014).

In this study, researchers conduct module development with modifications to the content of the training module of "SENANG" which stands for "*Sekolah Itu Menyenangkan*" developed by Dewanto (2015) based on the rational-emotive approach. It is expected that the modified module becomes one of the alternative methods for improving the Junior High School students' subjective well-being. According to Russell (in Ahmad et al, 2011) in developing a module, it must be in accordance with the objectives, instruments, and materials or media being used.

This research aimed to conduct validation of the training module of "SENANG" based on rational-emotive approaches in improving the Junior High School students' subjective well-being. Validity is the extent to which a test can generate accurate data regarding the description of the variable being measured which suit the purpose of measurement (Azwar, 2015). According to Russel, modules can be used for individuals when the test validity has been carried out and have a good content validity (Ahmad et al, 2011; Ahmad et al 2009). The research hypothesis is the training of "SENANG" based on the rational-emotive approach can improve Junior High School students' subjective well-being. The research benefit is that the module of "SENANG" based on the rational-emotive approach can become an intervention method in improving Junior High School students' subjective well-being.

METHODOLOGY

Research Variables

This research consists of two variables namely independent and dependent variables. Dependent variable is the students' subjective well-being. Independent variable is the training of "SENANG". "SENANG" stands for *Sekolah Itu Menyenangkan* is created by Dewanto (2015) based on the rational-emotive approach that is modified by the researcher. This training program is based on the theory and techniques of rational-emotive developed by Albert Ellis.

Research Participants

Participants in this research were 31 students of Junior High School of grade eight consisting of two groups, namely the experimental group (13 students) and the control group (18 students) from SMP X and SMP Y located in the city of Yogyakarta.

Research Instruments

This research being used was the scale of students' subjective well-being developed by the researcher based on the subjective well-being aspects expressed by Diener (1984) as measuring instruments. Cognitive and affective aspects measurement of subjective well-being is associated with the school well-being indicators (Konu & Rimpella, 2002). The content validity of the scale of students' subjective well-being based on the results of the assessment of 20 expert panels consisting of psychologists and students of master of professional psychology by using formula Aiken's V found results ranged between 0,662-0,825. The scale reliability of students' subjective well-being with the Alpha Cronbach value was 0.921, and corrected item-total correlation was 0.305 -0,588 (≥ 0.30) when it was tested on 158 students of Junior High School. Researchers also used data collection instruments through observation, evaluation, training, and manipulation checking.

Research Design

This research used quasi experiment, namely the untreated control group design with a dependent pre-test and post-test (Shadish, Cook, & Campbell, 2002).

Training Module of “SENANG” Based on the Rational-Emotive Approach

From the module compiled by Dewanto (2015), the researcher modified the training module of "SENANG" based on the rational-emotive approach. Modifications were done on the module content 1) Addition to the training session becomes eight training sessions. 2) Addition to the material regarding the healthy and unhealthy negative emotions, the language affects mistaken thoughts, and self-acceptance. 3) Addition to worksheets on the session of challenge the belief, self-acceptance, change your language and add questions about healthy and un healthy negative emotions on the worksheet of handling emotions session. 4) In the session of establishing positive emotions, there is an addition to the material explanation regarding the technique of rational-emotive imagery and procedures in practicing the technique as well as adding drawing method. 5) The material delivery procedure was compiled specifically and in detail. 6) Addition to the playing role method in the session of change your language. 7) Changes in the time allocation on overall activities.

The training module of "SENANG" that is modified by the researcher based on the techniques of REBT that was developed by Albert Ellis (Ellis & Dryden, 1997; Corey, 2009; Oluyemisi & Oyesoji, 2013) consists of eight sessions namely 1) Recognize one's ABC, 2) Recognize rational and irrational thought, 3) Challenge the belief, 4) Overcome emotions, 5) Establish Positive Emotions, 6) Self-acceptance, 7) Change your language, 8) Reflection. Training module of SENANG was compiled based on the rational-emotive approach using several techniques of REBT developed by Albert Ellis: doing cognitive homework, disputing irrational belief, changing one's language, rational emotive imagery, psycho-education, changing one's language, Relaxation, Unconditional acceptance, activity homework, and using humor (Ellis & Dryden, 1997; Corey, 2009; Oluyemisi & Oyesoji, 2013).

RESULTS

Results of Module Validity Test

Validation of the training module of "SENANG" based on the rational-emotive approach employed the content validity. The module content validity employed the logical validity made by the panel of experts i.e. lecturer of psychology and psychologist who is competent in the field of training, REBT therapy or cognitive psychology. The rational analysis results by the panel expert based on five categories of ratings are calculated using formula of Aiken's V (Azwar, 2015). Assessment results by panel experts scores range from 0,75-0,875. Azwar (2015) the assessment results by panel experts were in the range of 0.66 and approached 1 indicate a fairly high coefficient. This indicate that the module of "SENANG" based on the rational-emotive approach had a good content validity in each session of the training modules, so that it can be concluded that the training module of "SENANG" based on the rational-emotive approach is relevant and according to the measurement purposes.

Normality Test

Normality test on the pre-test and post-test result was done to find out whether the pre-test and post-test data were normally distributed or not. Normality test was performed by employing kolmogorov-smirnov test via SPSS program that retrieved result of sig ($p > 0.05$). This indicate that the pre-test score (sig 0.630 > 0.05) and the post-test score (sig 0.745 > 0.05) were normally distributed.

Statistic Descriptive of the Research Data

Summary of the descriptive statistic data of the research results are presented in the table 1.

Table 1. Data statistic descriptive of the experimental and the control group

<i>Descriptive Statistics</i>				
	Group	Mean	Std. Deviation	N
Pre-test	Experimental	144.46	9.448	13
	Control	143.33	8.595	18
	Total	143.81	8.826	31
Post-test	Experimental	163.38	14.529	13
	Control	144.44	9.751	18
	Total	152.39	15.119	31

Homogeneity Test

Homogeneity test of score covariant of students' subjective well-being between the control group and the experimental group needs to be conducted before doing the hypothesis test. Based on the results of the homogeneity Box's test, M indicates number of 0.056 ($p > 0.05$) meaning that the score covariant of students' subjective well-being in the experimental and control groups were homogeneous.

Hypothesis Test

Hypothesis test employed an analysis of mixed anova to test the differences of the adolescent students' subjective well-being score between the pre-test and the post-test scores in the control and experimental group. The results of research data analysis obtained the value of $F = 28,087$ and $P = 0.000$ ($p < 0.01$) this indicates that there is an interaction between testing (pre-test and post-test) and groups (experimental and control). This interaction indicates an increase in score that differ significantly from pre-test to post-test between the control and the experimental group. The following is the data summary presented in table 2.

Table 2. The hypothesis test result within-subject on the students' subjective well-being

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Testing	1514.843	1	1514.843	35.532	.000	.551
Testing*Group	1197.424	1	1197.424	28.087	.000	.492
Error(Testing)	1236.350	29	42.633			

Continuity Test

a. The Analysis Results of the Mean Difference of Each Group

Continuity test in the current research was conducted after a hypothesis test showed that there was an interaction between the testing (pre-test and post-test) and groups (experimental and control). A follow-up test was done to find out which groups experience the difference as seen from the difference in the mean scores between the pre-test and the post-test in each group and between groups (Coolican, 2013). The continuity test result is to see the difference in mean scores between the pre-test and the post-test on each group. It is noted that in the experimental group it obtained $MD = -18.92$, $p = 0.000$ ($p < 0.01$), whereas the mean difference between the pre-test and the post-test in the control group is $MD = -1.111$, $p = 0.614$ ($p > 0.05$). This indicates the existence of a significant improvement in the mean score of pre-test and the post-test in the experimental groups, whereas in the control group it indicates that the increase in the mean score was not significant from the pre-test to the post-test of the control group. It shows that there is no significant increase in the means score of the pre-test to the

post-test in the control group. Provided effective contribution is seen from partial eta square (Coolican, 2013). Based on the results of the multivariate test, it is seen from partial eta square, it is noted that the effective contribution is 0.653. This means that the training of "SENANG" based on rational-emotive approach that was given to the experimental groups contributed 65.3% towards an increase of students' subjective well-being. The following is a summary of the analysis results of the difference in the mean scores between the pre-test and the post-test on each group, which are presented in table 3.

Table 3. Analysis of Mean Differences of Each Group and the Effective Contribution

<i>Group</i>	<i>Time</i> <i>(I)</i>	<i>Mean</i>	<i>Time</i> <i>(J)</i>	<i>Mean</i>	<i>Mean</i> <i>Difference</i> <i>(I-J)</i>	<i>Sig.</i>	<i>Partial</i> <i>Eta</i> <i>Squared</i>
Experimental group	<i>Pre</i>	144,46	<i>Post</i>	163,38	-18.923*	.000	0,653
Control Group	<i>Pre</i>	143,33	<i>Post</i>	144,44	-1.111	.614	0,009

b. Analysis Results of Mean Difference between Experimental and Control Group

From the analysis results of mean difference of the pre-test and the post-test between the experimental and the control group, it can be noted that the mean difference (MD=1,128) and Sig= 0.732 ($p>0.05$). It indicates that there is no significant difference between the mean score of pre-test of the control and experimental group prior to the treatments to the experimental group. Later if it is seen from the analysis results of the mean difference of the post-test scores between the experimental and control groups, it obtained results of mean difference (MD = 18.940) and Sig = 0.000 ($p<0.01$). It indicates that there is a significant difference between the mean score of post-test of the experimental and the control group after the treatment on the experimental group. This indicates that there is an increase of subjective well-being in the experimental group after the training delivery of "SENANG" based on the rational-emotive approach. The following is a summary of the analysis results of the mean differences between groups, which are presented in table 4.

Table 4. Analysis Results of mean differences between the experimental and control group

<i>Testing</i>	<i>Group</i> <i>(I)</i>	<i>Group</i> <i>(J)</i>	<i>Mean Difference</i> <i>(I-J)</i>	<i>Sig.</i>
<i>Pre -test</i>	Experimental	Control	1,128	.732
<i>Post-test</i>	Experimental	Control	18,940	.000

Manipulation Check Results

The analysis were conducted on two type the manipulation check results of using in this research. The manipulation check results were analyzed using the wilcoxon signed rank test. wilcoxon signed rank test is an analysis to see the difference in the condition of a group individual to conduct testing on two different conditions on the same subject (Coolican, 2009). Based on the test results of wilcoxon signed rank test, from the pre-test scores and the post-test score on a manipulation checks on subjects' knowledge regarding the training material retrieved results of Sig = 0.001 ($p < 0.01$). The second manipulation check measured the participants' condition which is related to the unpleasant events being experienced, it is noted that Sig = 0.001 ($p < 0.01$). Based on this matter, it can be concluded that an increase of subjects' knowledge about the material based on the rational-emotive approach in training

participants and the decline of the subjects' condition against the unpleasant events indicated that participants could view events more rationally and realistically.

DISCUSSION

This research aimed to test the validity of the training module of "SENANG" based on the rational-emotive approach in improving Junior High School students' subjective well-being score in the experimental group. The validation performed in this study used the content validity done by a panel of experts and empirical test. Based on the assessment results by the expert panel by employing the formula of Aiken V, it retrieved results ranged between 0.75-0.875. This suggests that a good content validity coefficient of each session of the training module of "SENANG" with the validity coefficient value above 0.666. Azwar (2015) states that the items in the range of 0.666 can be said to be accepted and considered satisfactory. This indicates that there is a congruency at each session of the module with indicators of the rational-emotive approach. Therefore, the training module of "SENANG" has a good content validity and later can be used. This is in line with the opinions expressed by Russell (Ahmad et al, 2011) that before the module is used, it is important to conduct validity test in advance.

The hypothesis of this research was the training of "SENANG" based on the rational-emotive approach could improve the Junior High School students' subjective well-being. Based on the hypothesis test that has been done then it can be inferred that the training module of "SENANG" based on the rational-emotive approach is proven to be able to improve Senior High School students' subjective well-being. In other words the research hypothesis is accepted. Diener & Ryan (2009) state that to increase the subjective well-being it can be conducted through various interventions one of them is through Rational Emotive Behavior Therapy. This research result supports research results conducted by Dewanto (2015). It indicated that Senior High School students' subjective well-being in the experimental group which was given the training of "SENANG" was higher than those in the control group which was not given the treatment.

According to Ellis, the low of subjective well-being in individuals is caused by the irrational belief towards unpleasant experiences (Diener & Ryan, 2009). This explanation is supported the research results conducted by Sporrle, Strobel, & Tumasjan (2010) that irrational beliefs gradually predict life satisfaction and therapy based on REBT is effective in increasing life satisfaction. Life satisfaction is the cognitive component of the subjective well-being (Diener, 2000; Schimmack, 2008). It indicates that an increase in life satisfaction on individuals will improve their subjective well-being.

The training module of "SENANG" is a training module modified from the training module of "SENANG" compiled by Dewanto (2015) based on the rational-emotive approach developed by Alber Ellis. The rational-emotive approach emphasizes on cognitive restructuring to change dysfunctional belief (Ellis & Dryden, 1997). Cognitive restructuring emphasizes emotion and behavior disorders derive from irrational thoughts (Ellis & Dryden, 1997; Sundel & Sundel, 2005).

Training module of SENANG was compiled based on the rational-emotive approach by employing several techniques of REBT developed by Albert Ellis: namely doing cognitive homework, disputing irrational belief, changing one's language, rational emotive imagery, psycho-education, changing one's language, relaxation, Unconditional acceptance, activity homework, and using humor (Ellis & Dryden, 1997; Corey, 2009; Oluyemisi & Oyesoji,

2013). The training module of "SENANG" based on the rational-emotive approach consists of eight consecutive sessions. The first session is a discussion of the problem identification against the events experienced by using the ABC model. Each participant performed identification by listing the problems experienced, to know the underlying beliefs and the effects of these thoughts by using a worksheet based on the ABC model. This session is very important in helping participants identify the beliefs that underlie the behavior and the emotion disorder evoked. According to Ellis, problem identification technique is the basis in searching for the underlying belief (Corey, 2009; Oluyemisi & Oyesoji, 2013).

In the second session, participants were directed to understand about irrational beliefs, those beliefs impact and understand the rational beliefs that have a positive impact to themselves. In this session, participants were directed to understand the importance of rational thought towards the life they experienced. Hence it gave a positive impact.

At the third session, participants were directed to be able to understand the strategy to change the irrational belief that is owned by doing a rebuttal and look for evidence that the participants' belief towards the events being experienced were the irrational beliefs that created the effect of unhealthy negative feelings and maladaptive behavior. The strategy of challenging irrational beliefs is an important strategy of individuals to change the irrational belief becomes the more rational one. According to Ellis, REBT used cognitive restructuring to change irrational beliefs (Ellis & Dryden, 1997; Sundel & Sundel, 2005) and help the individuals modify beliefs that evoke a maladaptive behavior against the experience (Sundel & Sundel, 2005)

At the fourth session, participants were directed to understand that healthy negative emotions were related to rational beliefs and unhealthy negative emotions were related to irrational beliefs, and skills address the disruption of emotions that arise. According to Ellis & Dryden (1997) there is a relationship between irrational belief with the unhealthy negative emotions and there is a relationship between rational beliefs with healthy negative emotions. In this session, participants were directed to practice relaxation techniques to cope with emotions. Relaxation technique is one of the methods used in the rational-emotive approach (Corey, 2009; Oluyemisi & Oyesoji, 2013). According to Bank & Zions (2009) the rational-emotive approach is one of methods that can be used to overcome emotional distractions.

The fifth session directed participants to develop skills in overcoming emotions due to irrational beliefs that were owned by imagining the events and replacing the irrational thought became more rational one. Hence, it caused appropriate emotions. In addition, it in this session participants were directed to project something that they imagined in an image and the participants were asked to tell about the image in a group discussion. According to Maultsby, this technique is the rational emotive imagery that is a mental drill to establish new patterns of emotion (in Corey, 2009)

The sixth session emphasized on giving an understanding regarding self-acceptance, others and the environment that is a new thought after arguing against the irrational beliefs. The trainer directed participants to appreciate themselves, accept others and the environment. In addition, the trainer helped participants develop unconditional acceptance that is a rational belief against experienced events. According to Bernard (2011), unconditional acceptance is a rational belief alternative in facing the event that is difficult and not fun. Besides unconditional acceptance is a new effect of rational belief after disputing irrational beliefs (Bernard, 2011)

The seventh session emphasized on giving an understanding of the language use that may cause mistaken thinking. The use of inappropriate language is one of the basic causes of the irrational beliefs (in Corey, 2009). Participants were directed to identify the use of inappropriate language and replace it with the more appropriate language. At this session, participants were given homework to direct them to the behavior change.

At the last session, it directed participants to focus on the meaning of all provided material. Participants were directed to understand that problem identification is the basis for finding the irrational belief that is owned and the consequences arising from such beliefs. Further, argued against those beliefs and replaced the beliefs that is owned into a more rational belief that evoke appropriate emotions and adaptive behaviors, and new thought. This session provided an opportunity to the participants to interpret the benefit and importance of each training sessions in developing rational thought, establish appropriate emotion and behavior focusing on the destination.

Material stages of each module session of "SENANG" is compiled in accordance with the rational-emotive approach based on the ABCDE model (Trower, Casey, & Dryden, 1988; Bernard, 2011; Dryden, 2013; Dryden & Neenan, 2004; Vaida et al, 2008). According to Russell (Ahmad et al, 2011) the module compilation should have the order which is in accordance with the required instruments. Additionally, in the module of "SENANG" which was modified by the researcher, there are some important session and are the basis of goal achievement success based on the ABCDE model, namely a) to recognize your "ABC" b) Challenge belief, c) Overcome emotions, d) Establish Positive Emotions, e) Self-acceptance.

Implementation of a module validation was carried out by taking into account the research subjects' background by doing a preliminary study in advance through the initial survey. According to Russell (Ahmad et al, 2011; Ahmad et al, 2009) a module has good validity if it meets several criteria, one of which represents the population by taking into account the subjects' background and behavior. Determination of the research subjects is based on the screening results of the entire grade eight Junior High School students of SMP X and SMP Y. The research subject were student have subjective well-being in the category of average. According to Ciarrochi (2004) the REBT is relevant to be used in normal groups and subjects with the category of average.

According to Russell (Ahmad et al, 2011; Ahmad et al, 2009) a module can have a good validity if there is individuals' performance improvement after doing the overall activities in accordance with the module and a better attitude changes after doing activities in the module. Any change in individuals' performance and attitude that joined the training of "SENANG" can be seen from the increased score of knowledge and a better attitude change. Changes in performance and attitude can be seen from the manipulation check result, evaluation sheets, and worksheets. Based on the analyzed manipulation check result, it indicates that there is a difference between subjects' knowledge regarding the training material and the difference of subjects' condition related to unpleasant events before and after the training. It can be inferred that the improvement of subjects' knowledge related to the rational-emotive approach on the training participants and the decline in the subjects' condition against the unpleasant events indicates that participants can view the events more rationally and realistically.

Change in subjects' attitude that can be seen from the results of the training participants evaluation, it is noted that:

Participants can *"learn how to overcome emotions, change irrational thought become rational one, accept and understand themselves, better appreciate themselves, can reduce the irrational thought, able to detect their owned beliefs, behave better, behave more appropriate in dealing with problems"*

The existence of a more rational thought, can overcome the emotions being felt, and begin to feel the positive affect of the experience in the experimental group after getting the training of "SENANG" based on the rational-emotive approach influencing subjects when doing the events evaluation and caused self-acceptance to such events. Therefore, it can be concluded that a more rational evaluation against the events being experienced, it gives life satisfaction and perceived positive affect thus provide an increase of subjective well-being. This is in accordance with the opinion of the Sporrle, Strobel, & Tumasjan (2010) intervention with REBT is able to modify irrational thought so that it can give life satisfaction. In addition, based on the REBT approach, a more healthy emotion is a consequence of rational thought (Crawford & Elis 1989; Ellis, 1994, 1996 in Ellis & Dryden, 1997). Based on the explanation above, it can be concluded that the training module of "SENANG" based on the rational-emotive approach can be an alternative intervention to improve Junior High School students' subjective well-being.

This research still have various limitations during the research process. The first limitation in this study is associated with the venue and time of the training that cannot be in controlled by the researcher. Less conducive classroom environment because there were some activities conducted by the school causing a noisy sound. Further, activities conducted after school can affect the effectiveness of the training and affect the participants' performance during the training.

The second limitations in this research did not follow up so that this research can only see the contribution or effect of the training against an increase in subjective well-being but cannot demonstrate the effectiveness of the training against the subjective well-being in a certain period of time. Furthermore, the absence of evaluation to the module session conducted by participants regarding the effectiveness of some training sessions being followed, so that researchers do not know the module session that gives a great effect against positive changes experienced by the participants.

The third limitation, the researcher did not give any training in the form of research ethics in the control group. This was due to several constraints related to time limitations since the hectic school activities and there were many subjects' activity outside the school hours when approaching the final exam in school, hence it was not possible to do the training. Based on the research limitations, it is expected to be a consideration by the researchers in the future.

CONCLUSION

The test results of module validity by employing the content validity as a whole on each module session shows fairly high coefficient. This means that there is conformity at each session of the module with indicators of the rational-emotive approach. Based on the test results of the module validity, it can be found that the training module of "SENANG" based on the rational-emotive approach has a good content validity and can be used on the research subjects.

Based on the research results, it shows that there is an interaction between the pre-test and the post-test in the experimental and the control groups. This interaction indicates an increase in students' subjective well-being that differ significantly from the pre-test to the post-test in each group and an increase in students' subjective well-being that differ significantly between the control and the experimental group after the training delivery to the experimental group. The training effective contribution to the increase of subjective well-being in the experimental group is 65.3%. Based on the explanation above, it can be concluded that the training module of "SENANG" based on the rational-emotive approach is proved to be valid and can be used to improve Junior High School students' well-being.

Suggestions

1. The training of "SENANG" based on the rational-emotive approach can be used as one of the interventions in improving Junior High School students' subjective well-being.
2. The delivery of "SENANG" training based on the rational-emotive approach in students deemed in need and at risk to have low students' subjective well-being with the help of a psychologist who is competent as a trainer or therapist of REBT and experienced in interacting with students and understand the students' psychological dynamics.
3. If researchers in the future want to do further research to find out the effectiveness of the training module, they should be able to conduct a tryout of the module of "SENANG" to other Junior High School students and do a follow up. Later, conduct the trainers' understanding check before being sent to the research subjects and consider the environmental conditions of the research implementation

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