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**VALIDITY AND RELIABILITY OF REBT MODULE CREATIVE  
GUIDANCE ON IRRATIONAL THINKING, AGGRESSIVE  
BEHAVIOR, AND SELF-ESTEEM**

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**Abstract:**

Rational Emotive Behavioural Therapy (REBT) Module - Creative Guidance is designed to prevent irrational thoughts, lower aggressive behavior, and increase self-esteem. This module contains seven sub-modules based on behavioral approaches based on the theory of Rational Emotive Behavior Therapy (REBT) by Albert Ellis (1955) and integrated with creative Guidance. It combines elements of Music, technology, and play. To measure the validity of the content, the certification method by five experts was used while 40 primary school students aged 11 years were selected to follow the guidance program using this module. It is run for two weeks in a row. The findings of the study show that the REBT-Creative Guidance Module has a content validity index value of 80%. The Cronbach's Alpha coefficient of Creative REBT-Guidance Module is high at .978. Reliability with an amount .930. In conclusion, new contributions to guidance and counseling teachers in Malaysia. It is also suitable for use in a local context focused on primary school students. Counselors can also use this module, Teachers or facilitators as one of the alternative interventions for primary school students throughout Malaysia, especially on the Development and Development of Student Personality, Improving Student Discipline, Improving Student Careers and Psychosocial and Mental Well-Being.

**Keywords:**

Validity, Reliability, REBT Module-Creative Guidance

## Introduction

A holistic educational approach needs to be applied to apply knowledge, values, and skills in pedagogy, cognitive, affective, and psychomotor aspects. Through Education Aspirations 2018-2023, - The Balance of the head, hand, and heart of the Ministry of Education Malaysia (MOE). Through these aspirations, 3M emphasizes, that is, Human, humanizing students and Shaping personality through the education system as a whole. It focuses on Humanizing Students, Shaping Personality, as Contained and Educational Aspirations 2018-2023.

The need for valuable relationships in schools is significant in producing a high moral generation. Lately, it has often been saying about the aspect of becoming a student. Through the Engineering of Counseling and Counseling Services, which outlines some elements that need to be considered in the implementation of services towards that. Among them is Student Personality Development and Development, Improving Student Discipline, Improving Student Careers, and Psychosocial and Mental Well-Being of Students.

Thus, a module using a guidance and counseling approach was developed to address the issue of self-development known as the REBT-Creative Guidance Module. It's because according to Azrinawati et al. (2013), some essential factors on achievement are demographic aspects, motivation, and learning strategies. The cause is a characteristic of students that dominates internal factors.

They are taking into account the noble intentions of the Ministry of Education Malaysia (MOE) on the role and function of Guidance and Counseling teachers themselves in helping relationships. The need especially for search, exploration of new interventions in assisting relationships in requirements to be adapted to the current situation. It's because conventional methods of oral intervention are said to have less impact on solving disciplinary problems in terms of student behavior.

Theoretical aspects, seen through the theoretical approach of Rational Emotive Behavioral Therapy (REBT) In addition to adults, children also face issues and irrational thinking. Elbert Ellis pioneered Rational Emotive Behavioral Therapy (REBT) for children and adolescents in the mid-1950s. The diversity of helping relationships is also seen from a creative aspect. Through new approaches such as creative Guidance, an adaptation of musical elements, and the use of technology. Various Techniques in this helping relationship and embroidered with the right and appropriate theory can help make guidance services in schools, exceptionally primary schools more flexible and achieve objectives.

The REBT-Creative Guidance Module is based on the Rational Emotional Behavior (REBT) approach introduced by Albert Ellis in 1955. This approach emphasizes that an individual's cognitive aspects influence emotional and behavioral factors as well as interrelated (Ellis, Shaughnessy & Mahan, 2003; Wallen, DiGiuseppe & Dryden, 1992). While Alternative Guidance, especially Creative Guidance is very necessary, where Guidance and Counseling teachers in Malaysia who face a variety of client backgrounds, explore various methods and do not rely only on conventionally that is just talking, (Azizah 2015). Guidance services, especially for primary schools, especially those involving Alternative Guidance such as Art Therapy, Creative Guidance, Play Therapy, are considered something new. It needs to be

further developed by conducting other studies that have not yet been explored (Norsayyiditina, 2017).

Creative Guidance in Malaysia is one of the alternative mediums for Guidance and Counseling, especially in primary schools. It is through this medium that will be applied in the implementation of the study in dealing with disciplinary issues. Part of the Creative Guidance element is Music. David Adward (2004)

According to Cathy. A Malchiodi, (2005), also describes music therapy as part of Creative Therapy, where the effect is very complimentary, especially, in changing behavior, psychology, and ability to socialize. What is interesting here is adapting music therapy as a medium of Guidance. Looking at it psychosocially, it connects my behavior in mixing, in emotions it helps to stabilize emotions, as well as in communication, it helps to build relationships. For the cognitive, as a means of communication, and emotionally, for a sense of security, (David Adward, 2004). Music therapy is something magical that is widespread, something that is natural, flexible all accustomed to Music, and it is an option. The Music consists of, singing, listening, playing, and movement (Deb Del Signore, Rebecca Froman, Erica Hornthal, 2012).

With the effort to integrate the concept of REBT with Creative Guidance, it can produce skill in solving problems comprehensively from various aspects of behavior, emotional and spiritual. REB Guidance Module

### **Research Objective**

This study was conducted to:

- (i) Measure the validity value of the content of the REBT Guidance Module-Creative Guidance.
- (ii) Measure the reliability value of the REBT Module-Creative Guidance.
- (iii). Testing the Validity and Readability of the REBT -Creative Guidance module for children.

### **Literature Highlights**

The use of Rational Emotive Behavioral Therapy (REBT) theory ends in helping to solve various social problems related to behavior. Especially involving children. (Bernard, 2006). However, continuous improvement must be implemented by combining creative elements so that REBT is in line with the needs of primary school students in Malaysia, especially in this era of technological development. In line with the view that to be successful, REBT clan specialists need to take into account different cultures, different clients, and various types of a person's problems (Criddle, 2007).

Although REBT emphasizes the emotional, thought, and behavioral aspects, but REBT only focuses on the element of thinking that is the belief system "belief system" (irrational thinking to rational thinking). In this theory, the focus is on rationalizing irrational thinking. It assumes that correcting belief systems alone is enough to produce good behavior. According to Mohammad Nasir (2006), REBT theory develops through various approaches to cognitive behavioral therapy. To this day, REBT has become one of the most popular therapeutic approaches because it has a positive impact on clients and saves costs and time. Cognitive-

behavioral therapy is derived from learning theory based on the techniques and procedures used. Thus, there is no specific theory underlying the practice of new behavior therapy (Corey, 2004). Behavioral therapy is a clinical orientation practice based on experimental approaches in studying behavior (Abdul Malik, 2004).

Alternative Guidance, especially Creative Guidance is essential, where Guidance and Counseling teachers in Malaysia who face a variety of client backgrounds, explore various methods and do not rely only on conventionally that is just talking, (Azizah 2015). Guidance services, especially for primary schools, especially those involving Alternative Guidance such as Art Therapy, Creative Guidance, Play Therapy, are considered something new. It needs to be further developed by conducting other studies that have not yet been explored (Norsayyiditina, 2017).

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Music therapy is something magical that is widespread, something that is natural, flexible all accustomed to Music, and it is an option. The Music consists of, singing, listening, playing, and movement (Deb Del Signore, Rebecca Froman, Erica Hornthal, 2012). Modules need to be validated to measure the accuracy of a measure used. The validity of the module aims to ensure that the measurements or indicators used to contain all the features or ideas that must be present in the measured concept (Sabitha, 2006). Therefore, the validity of a module refers to the accuracy of the concept and content of a module. According to Rusell (1974), the fact of the module for evaluation is as follows: a) meet the target population, b) the teaching situation or method of implementation of the module is appropriate, c) the time allotted to carry out a process of implementation of the module is sufficient, d) improving student achievement in targeted aspects, and, e) modules successfully change students' attitudes towards more outstanding excellence. Therefore, the validity of the module must contain the above characteristics.

The validity of a measuring instrument refers to the extent to which the tool measures data properly (Paul & Jeanne, 2005; Anastasi, 1982). Validity is used to measure the accuracy of a measure used in the study. It aims to determine whether the extent or indicator used contains all the features or ideas that should be present in the measured concept (Sabitha, 2006). The validity feature in a measuring device refers to the degree to which it can measure what should be measured (Abd Rashid & Siti Rahayah, 2001; Md Noor (2012).

According to Sidek & Jamaludin (2005), a measuring instrument is considered the same meaning as a module. It is because measurement tools and modules are tools, resources,

materials that guide a module builder to obtain various information and data related to the study, and research to be done. The validity of a module will describe the extent to which the results should be achieved. It means that the module needs to have objectives that the researcher wants to measure.

In addition to validity, the reliability of a module is determined when the respondent can master the objectives and can also follow the steps for each activity in the module implemented effectively. According to Rusell (1947); Sidek and Jamaludin (2005) and Md Noor (2012), the instrument of evaluating the effectiveness and completeness of the module can be made in two ways, namely, through item questions created based on objectives and both item questions based on the activities stated in each module activity.

Reliability means the consistency of the sample studied. In other words, reliability is a test that has high reliability if the same score is obtained from different individuals (Sidek, 2002). According to Muhammad Aziz Shah (2010), the reliability of a module refers to the consistency and stability of a module in treating what should be treated as in the objective of a module. Therefore, it is clear, according to Rusell (1974), testing the reliability of a module can be seen through the extent to which students can follow the content of a module.

### **Methodology**

This study uses a descriptive design of a quantitative approach involving content validity analysis and reliability analysis. According to Mohd Majid (2009), descriptive research is suitable to be used to describe the current situation of a phenomenon that is happening, get a perfect explanation, and explore areas that have not been studied to get accurate information. In this study, researchers have used the recommendations of field evaluators (Creswell, 2005; Christensen 2004; Sekaran, 2000; Mohd Majid Kontang, 2009) to determine the validity of the content of the REBT-Creative Guidance Module.

In this study, there are two methods of validity conducted, namely the validity of the face and the validity of the content by external critics (external criticism). Face validity is done to see aspects of module comprehension and language accuracy, while content validity is done through expert verification to view content. Researchers refer to expert panels a total of five people to determine the validity of the REBT-Creative Guidance Theory Module.

Before the evaluation form is given to the expert panel, the researcher has made a complete copy of the REBT-Creative Guidance Module book containing the introduction, general objectives of the module, theoretical basis, overall content, and module attachments provided for review, evaluation, and suggestions for improvement by the panel expert. A set of module content validity instruments based on the views of Rusell (1974), was also given to experts to determine the content level of the REBT-Creative Guidance Module. In the REBT-Creative Guidance Module, the researcher has set.

### **Study Subjects**

The study subjects to assess facial validity consisted of 5 experts in the field of counseling—four people from 4 local universities. One of them is the REBT module builder, one from the Ministry of Education, one from the secondary school who is also the REBT module builder. A person from the District Education Office is an expert who has served in primary schools.

And Module Builder. The selection of experts is explicitly seen for primary schools and the field of Specialist education selected to assess the modules and research tools, as in Table 1.

**Table 1: List of Module Item Valuation Names Confirmation Billing Profile of Institutions of Expertise**

Bill	Names	Institutions	Expertise
1	Dr. (University Lecturer)	UTM	Psychology and Counseling REBT Module Develop
2	Dr. (University Lecturer)	UMT	Psychology and Counseling
3	Dr. (Guidance And Counseling)	KPM	Psychology and Counseling
4	Dr. (Secondary School)	SMK	Psychology and Counseling REBT Module Develop
5	Dr. (Deputy Director)	PPD	Psychology and Counseling Module Develop

Researchers have prepared a set of evaluation forms for experts to evaluate. There is a scale for evaluation of ten optional points such as; 1 (strongly disagree) to 10 (strongly agree). To determine the validity of the module content, the total score completed by the expert (x) will be divided by the total actual score (y) and multiplied by one hundred. If the total score value is 70% and above, it indicates that a module has high content validity and is considered to have mastered or achieved a high level of achievement (Tuckman, 1998; Abu Bakar, 1995; Sidek & Jamaludin, 2005). The formula is as follows.

$$\frac{\text{Number of Experts (x)}}{\text{Total Actual Score (y)}} \times 100\% = \text{Content Validity Mastery Level}$$

Meanwhile, to determine the reliability of the REBT-Creative Guidance Module, the researcher has distributed module reliability instruments to 40 students as pilot study respondents (pilot study). The background of the students involved is from students who have disciplinary problems at school. The module reliability instrument is given to the students after they follow each activity in the module. The instrument was analyzed to obtain a reliability value using Cronbach's alpha coefficient method.

## Result

### *Module Content Validity*

Table 2 shows the Content of the REBT Discipline Enhancement Module Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem. This primary school student meets the target population of 82%. Contents of the REBT Discipline Enhancement Module The Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-esteem of these primary school students can be implemented correctly. 82%. Contents of the REBT Discipline Enhancement Module Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem of these primary school students following the allotted time, 88%. Contents of the REBT Discipline Enhancement Module Creative

Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem This primary school student can increase the level of individual thinking skills more effectively by 84%. REBT Discipline Enhancement Module Training Content Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem This primary school student can change thinking skills to be more excellent 82%.

Overall, the views from the panel of experts indicate that the content of the REBT-Creative Guidance Module is acceptable. It shows that the REBT-Creative Guidance Module has been given a moderate assessment by experts and is suitable for implementation. Findings from expert evaluation based on content validity questionnaire by Rusell (1974), which has been modified by Jamaludin (2002).

**Table 2: Validity Value of REBT Module-Creative Guidance Expert Assessment**

<b>BIL</b>	<b>Statements</b>	<b>%</b>	<b>View</b>
<b>1</b>	Content of the REBT Discipline Enhancement Module Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem This primary school student meets the target population.	<b>82%</b>	Accepted
<b>2</b>	Contents of the REBT Discipline Enhancement Module The Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem of these primary school students can be implemented correctly	<b>82%</b>	Accepted
<b>3</b>	Contents of the REBT Discipline Enhancement Module Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-esteem of these primary school students following the allotted time.	<b>88%</b>	Accepted
<b>4</b>	Contents of the REBT Discipline Enhancement Module Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem This primary school student can improve the level of individual thinking skills more effectively.	<b>84%</b>	Accepted
<b>5</b>	Training Content REBT Discipline Enhancement Module A Creative Guidance Approach to Irrational Thinking, Aggressive Behavior, and Self-Esteem This primary school student can change their thinking skills to excel.	<b>82%</b>	Accepted

Table 3. The validity of Sessions and Activities of REBT Guidance Module - Creative Guidance based on expert evaluation. Based on Table 3, shows the total expert score of the suitability of sessions and activities is 89.8%. Activity 1: I am passionate1 with a score of 84%. Activity 2: I am passionate, 2 with a score of 82%.Activity 3: Facial expression with a score of 84%.Activity 4: Introduction to the concept of REBT with a score of 86%.Activity 5: I believe, with a score of 80%.Activity 6: my heart with a score of 84 %.Activity 7: My Favorite Face

with a score of 84%. Activity 8: who am I with a score of 84%. Activity 9: Face Balance with a score of 80%. Activity 10: my real face with a score of 82%. Activity 11: I am ok with a score of 80%. Activity 12: I Changed with a score of 80%. Activity 13: Survival with a score of 82%. Activity 14: Summary with a score of 86%. The overall findings can be seen based on table 3 below.

**Table 3: The Validity of Sessions and Activities of REBT Guidance Module - Creative Guidance Expert Assessment**

Bil	Session	Activity	%	Expert Views
1.	Session 1: Introduction to Building Relationships	Activity 1: I am passionate 1 Activity 2: I am passionate 2	84% 82%	Accepted
2.	Session 2: Stage A (Activating Event) Events / Events + Creative Guidance	Activity 3: Facial Expression	84%	Accepted
3.	Session 3: Stage B (Believe Evolution System) Belief System + Creative Guidance	Activity 4: Introduce REBT concepts Activity 5: I believe	86% 80%	Accepted
4.	Session 4: Stage C (Consequences) Psychological Effects + Creative Guidance	Activity 6: my heart is Activity 7: My Favorite Face	84% 84%	Accepted
5.	Session 5: Stage D (Dispute) Challenging + Creative Guidance (Challenging Irrational, Aggressive Belief System and Appreciation	Activity 8: who am I Activity 9: Face Balanced	84% 82%	Accepted
6.	Session 6: Stage E (New Effect) (New Belief + Self-Reflection)	Activity 10: my real face is Activity 11: I am ok	80% 80%	Accepted Accepted
7.	Session 7: Stage F) New Feeling + New Goal	Activity 12: I Changed	82%	
8.	Session 8: Termination of	Activity 13: Surfing Life Activity 14: Summary	82% 86%	Accepted

**Table 4: Feedback Findings and Comments for Improvement by Experts**

Expert	Comment and Improvements
1	The contents of the REBT Module need to be deleted in the exercise. Good activity
2	Needs to be streamlined in writing and modules meet standards.
3	Various activities to hone thinking skills.
4	Implementation should take into account the suitability of the student's cognitive level
5	Good and follow the Steps in REBT

Table 4 shows the comments and suggestions submitted by experts. The researcher has made improvements on the recommendations of the expert panel to achieve the objectives of the study.

### **Module Reliability**

The reliability determination process of the REBT-Creative Guidance Group Module was carried out on 40 Year 5 students in a selected school. The coaching process was conducted during the eight meetings. After that, the reliability instrument of the REBT-Creative Guidance module is given to the student after following each activity in the module. The instrument was analyzed to obtain a reliability value using Cronbach's alpha coefficient method. Table 5 shows the reliability values based on the sessions and activities of the REBT-Creative Guidance REBT-guidance module.

**Table 5: Reliability Values Based on Sessions and Activities of the REBT-Creative Guidance Module**

Bil	Main Module	Sub Module	Value Cronbach	alpha	Expert View
1	1 Session 1: Introduction to Building Relationships	Activity 1: I am passionate1 Activity 2: I am enthusiastic two.	.82		Accepted
2.	2. Session 2: Stage A (Activating Event) Events / Events + Creative Guidance	Activity 3: Facial Expression	.73		Accepted
2.	3. Session 3: Stage B (Believe Evolution System) Belief System + Creative Guidance	Activity 4: Introduction to the Concept of REBT	.76		Accepted
3.	4. Session 4: Stage C (Consequences) Psychological Effects + Creative Guidance	Activity 5: I believe, Activity 6: my heart.	.60		Accepted
4.	4. Session 5: Stage D (Dispute) Challenging + Creative Guidance (Challenging Irrational, Aggressive Belief System and Appreciation	Activity 7: My Favorite Face Activity 8: who am I.	.80		Accepted
5.	. Session 6: Level E (New Effect) (New Belief + Self-Reflection)	Activity 9: Face Balanced Activity 10: my real face.	.88		Accepted
6.	. Session 7: Stage F) New Feeling + New Goal	Activity 11: I am ok. Activity 12: I Changed.	.88		Accepted
7.	. Session 8: Termination of	Activity 13: Surfing Life Activity 14: Summary.	.78		Accepted

Based on Table 5, the first session shows an alpha value of .82, the second session .73, session third .60, fourth .80, fifth session .88, sixth session .88, seventh session .88 and last session .78. This shows that the overall alpha value for each session is found to be moderate and can be suitable for use in conducting coaching activities. Table 6 shows the pilot study of modules for all sub-sub-modules of REBT-Creative Guidance. The coaching session process took place over eight meeting sessions, including an introductory briefing. Each meeting takes three hours. This session is conducted in the therapeutic room.

**Table 6: Module Pilot Study**

Alpha Value	Total item	Number sample
.930	14	40

Based on Table 6 results of all sub-sub-modules REBT Guidance- Creative guidance pilot study involving 40 students as this study with 14 total question items built based on module activities get results that are alpha value .930.

### Discussion

Measurement tools and modules are tools, resources, materials that guide researchers in the construction of modules to obtain various information and data related to the study or research to be done, Russell (1974) presented by Sidek & Jamaludin (2005). Something that a measuring instrument is said to have the same meaning as a module. Module validity means the results achieved to the module. The module should have the objectives that the researcher wants to measure through the evaluation of the evaluator experts who have been appointed. The results of the expert validity for this creative REBT-Guidance Theory Module have gained high validity. This high validity is seen to be able in shaping the system of thinking, behavior, students' self-concept towards a more positive direction. Validity results with 70% achievement are considered to have mastered or achieved the desired level of achievement, Tuckman (1998) and Abu Bakar Nordin (1995).

Judging from the Analysis, the REBT-Creative Guidance Theory Module reaches more than 80%. It means that this tool can measure all the contents and content of the field studied effectively (Mohd Majid, 1998). Besides, the validity of the content of a measuring instrument also depends on the scope and objectives of the field studied. Where the validity of an instrument, refers to the extent to which an instrument has measured what should be measured. Alias (1992); Creswell (2002, 2005, 2010); Pallant (2001); Tuckman (1999).

In terms of reliability, the findings of the study have also shown that the reliability of the REBT Creative Guidance Theory Module as a whole is high, namely .930. If the reliability value obtained is high, at least 0.60, it means that the module or measuring instrument has the right level of consistency Kerlinger (1979) and Mohd Majid (2000). What is clear if seen based on the findings of validity and reliability that has been made shows the REBT-Creative Guidance Module is acceptable and reliable. This module can also be used in the field of study as a form of intervention in improving rational thinking, reducing aggressive behavior and self-esteem among primary school students

## Conclusion

Overall, it can be concluded that the REBT-Creative Guidance Module is a new form of innovation for guidance and counseling teachers for primary schools in Malaysia. The results of the study conducted by the researcher showed that the REBT-Creative Guidance Module that was built based on the REBT Theory by Albert Ellis (1955) and the Creative Guidance has high validity and reliability. It is also seen as suitable for use in the local context, especially for primary school students aged from 7 years to 12 years. This built-in module can also be used easily by registered guidance and counseling teachers as well as those only appointed by the Ministry of Education Malaysia. Regular teachers or facilitators can also implement it. They are not in the field of counseling as a tool to help in the relationship to help it because it is seen that the operating rules are quickly accompanied by the technology and materials available. In the meantime, this module is also seen as an alternative tool of intervention for high school students as well as students in institutions of higher learning who have irrational thinking, aggressive behavior, and low self-esteem. It is suggested that a more comprehensive study in the form of quasi-experimental studies should be conducted on children aged 6 to 12 years to see the effectiveness of the creative REBT-Guidance Module specifically for guidance and counseling practitioners dealing with child clients.

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