Research Article

EFFECTIVENESS OF GROUP GUIDANCE SERVICES WITH RATIONAL EMOTIVE IMAGERY (REI) TECHNIQUES TO REDUCE THE IDENTITY CRISIS OF STUDENTS AT MTS ISLAMIYAH LONDUT

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Abstract
This study aims to reduce the identity crisis experienced by students at MTs Islamiyah Londut. Using a quantitative research method, where in this study used a sample of class VII with a population of 30 people, this study involved two groups, namely the Experimental group totaling 15 people and the control group totaling 15 people. The Experimental group was given treatment guidance, group guidance, with (REI). This is evident from the results of the initial pretest of the experimental group which showed a score of 62 and increased to 67.3 after participating in group guidance using the Rational Emotive Imagery (REI) technique. Because most of the instruments used in the survey were negative, which means a higher score means a reduced identity crisis. It can be concluded that group guidance services using the Rational Emotive Imagery (REI) technique at MTs Islamiyah Londut can reduce student identity crises.

Keywords: Group Guidance Services, Identity Crisis, Rational Emotive Imagery (REI) Technique

INTRODUCTION

Adolescence is a crucial phase in individual development, marked by complex biological, psychological, and social changes. According to Santrock (2021), adolescents experience a

significant transition from dependence to independence, often accompanied by exploration of self-identity, including sexual and reproductive aspects. This transformation requires a deep understanding of reproductive health so that adolescents can act responsibly and make informed decisions regarding their bodies and social relationships.

Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation and the state (President of the Republic of Indonesia, 2015) . Educational identity is related to how adolescents view their education as part of self-formation. This identity includes interests in certain fields of study, the relationship between education and life goals (e.g., career), and educational choices (Negru-Subtirica, 2024)

Self-identity is self-awareness that individuals gain through self-observation and self-assessment , recognizing that they are different from others (Lestari et al., 2021) . Identity encompasses many elements in the human experience (Martin et al., 2025) . An identity crisis is a stage in which decisions are made regarding various important issues related to self-identity. During adolescence, the crisis that adolescents must resolve is the search for self-identity. During the identity-searching stage, some adolescents succeed in finding their identity, while others fail, which can lead to social deviance (Yohana, 2021).

Identity issues can arise throughout life, but he views identity formation as a crucial "developmental task" during adolescence. During this time, society grants adolescents relative freedom from responsibility and allows them to experiment with various identities (Qodariah & Pebriani, 2020) . In this process of searching for identity, adolescents are often drawn to new things that spark their curiosity. However, this tendency can lead to deviant behavior, often referred to as juvenile delinquency (Dauwi et al., 2024) . Identity is a fundamental psychological concept, and developing it is one of the primary psychosocial tasks of adolescence. Adolescents often grapple with the question, "Who am I?" This fosters self-awareness and the ability to reflect on one's own characteristics and behaviors (Cayat & Flores, 2024) .

Identity crisis in education is not a phenomenon limited to certain institutions, but rather a widespread symptom in various parts of the world. As a result , education loses focus on its deeper purpose: the development of critical and civilized human character. (Chatelier, 2024) Identity crisis is a period in which an individual is in the stage of adolescent development, where adolescents have an attitude of searching for their identity, such as who they are now and in the future (Fatmah , 2025) . Identity crisis occurs due to physical, emotional, cognitive, and social changes. If adolescents cannot meet the expectations of personal and social drives that help them define themselves, then these adolescents can experience identity confusion (Chandra , 2019).

The adolescence phase is the phase in which teenagers begin to search for their own identity and try to understand their role in society. They seek answers to questions such as "Who am I?" and "What do I want in my life?" (Widodo & Putri, 2025) . Successfully overcoming this identity crisis depends on the choices and alternatives they explore in the social and ideological spheres. (Ashtaputre Babasaheb Ambedkar et al., 2021) . Schools can play an important role in adolescent identity development (Verhoeven et al., 2019)

Adolescents who successfully face and resolve this identity crisis emerge with a new sense of self that is refreshing and accepted. Adolescents who do not successfully resolve this crisis will experience what Erikson calls identity confusion (Qodariah & Pebriani, 2020). Factors of identity crisis in adolescents: 1) Weak personality, typical relationships, lack of experience, misunderstanding, lack of religiousness, disharmony in relationships between parents, parents who are too pressurizing, disputes between siblings, social influences, negative excesses (Ramadhani, 2024). Juvenile delinquency can be caused by internal factors, namely

identity crisis and weak self-control. Identity crisis is a series of biological and sociological changes in adolescents that allow for two forms of integrity (Di et al., 2024).

A 2022 study by the Institute for Education and Culture Research found that approximately 60% of Indonesian adolescents admitted to feeling confused about their identity (Saputri, 2024). This confusion stems from the fact that adolescence is a time when individuals are still trying to find their identity within the social environment of other adolescents. Almost every adolescent faces a phase of confusion known as an identity crisis. An identity crisis is a condition in which adolescents find it difficult to determine who they are and what their role is. (Rusuli, 2022) Identity crisis behavior in adolescents is the indecision experienced by adolescents in forming their self-concept and identity. Identity crisis behavior in adolescents is caused by internal and external factors. (Nurmawati, 2025).

Guidance and counseling aims to help students develop their potential optimally or realize the values contained in the developmental tasks that must be mastered as well as possible (Lestari et al., 2021). Group guidance is one of the guidance and counseling services. Group guidance is the process of utilizing group dynamics to provide information and assistance to a group of people by an expert (BK Teacher) (Wanda Widiya & Ahmad Syarqawi, 2023). BK teachers play an important role in helping adolescents overcome their identity crises. BK teachers not only function as counselors but also as educators and mediators who are able to provide the guidance and support needed by adolescents in the process of forming their self-identity (Adzkiah et al., 2024).

Group guidance is a type of guidance and counseling service that provides assistance to students/pupils carried out by a guide/counselor through group activities that are useful for preventing the development of problems faced by children. Group guidance generally takes the form of a class with 15 to 20 members (Nurfajarni, 2022). Group counseling services allow students to collectively get the opportunity to discuss and resolve problems through group dynamics in group counseling (Syahra, 2021). There are four stages of activities that need to be passed in group guidance activities, namely: 1. Formation stage, 2. Transition stage, 3. Activity stage, and 4. Closing stage, which is the final stage of the activity to review what has been done and achieved by the group, and plan the next activities (Nadila & Syarif, 2021).

In guidance and counseling services there are also approaches and techniques as an effort to help clients overcome their problems, researchers use the rational emotive imagery technique (Sari, 2023). The Rational Emotive Imagery technique can be said to be a form of special mental training created to build new emotional patterns with themselves thinking, feeling, and behaving the same as they want to think, feel and behave in real life (Sari, 2023). The advantage of this technique is that it can train the counselee in developing emotions and minimizing emotional disturbances, while the disadvantage of this technique is that counselors who are undergoing services with this technique for the first time will find it difficult and need a long time to develop healthy emotions (Suryatmoko, 2021).

Adolescence is a critical phase in individual development, marked by complex biological, psychological, and social changes. According to Santrock (2021), adolescents experience a significant transition from dependence to independence, often accompanied by a search for identity. One phenomenon that frequently arises during this period is an identity crisis, characterized by adolescents' confusion about their roles, life goals, and personal values.

Empirical data shows that this phenomenon is quite serious. The WHO (2021) reports that approximately 1 in 7 adolescents worldwide experience mental disorders, including anxiety, depression, and identity crises. In Indonesia, a survey by the Ministry of Education, Culture, Research, and Technology (2022) found that 60% of adolescents admitted to experiencing identity confusion in the form of low self-confidence, difficulty making decisions, and uncertainty about their future. Meanwhile, a report by the Indonesian Child Protection Commission (KPAI) (2023) indicates that more than 40% of juvenile delinquency cases are influenced by weak self-control and identity confusion.

This situation is also evident in the school environment. Initial interviews with guidance counselors at MTs Islamiyah Londut revealed that most students experience self-confidence issues, particularly when asked to present or express their opinions in class. Many students choose to read texts or remain silent, indicating an identity crisis that requires immediate attention.

Guidance and counseling play a crucial role in helping adolescents navigate identity crises. One effective service is group guidance, as it leverages group dynamics to provide support, motivation, and social learning. Furthermore, the use of the Rational Emotive Imagery (REI) technique has been shown to be effective in transforming irrational thinking patterns into rational ones and helping students develop self-confidence (Sari, 2023). Therefore, this study focuses on the effectiveness of group guidance services using the REI technique in reducing the identity crisis of students at MTs Islamiyah Londut.

At MTs Islamiyah Londut, most students are not confident when conveying their aspirations, for example, when children are asked to present in front of the class, many do not want to, because they are not confident as expressed by one of the teachers there. When children carry out learning in the presentation method, many children end up reading their own writing or from their respective Power Points , even though it is not considered important at this time, students or students feel confused about themselves so that REI is needed to reduce the identity crisis in these students through group guidance with Techniques (REI) that can help students overcome their self-confidence.

RESEARCH METHOD

This study used a quantitative method with a pretest–posttest control group experimental design. This design was chosen because it allowed researchers to observe changes in students' identity crisis levels before and after treatment, and to compare them with a control group that did not receive the same treatment. Compared to other methods, such as descriptive surveys or qualitative approaches, this experimental design is superior because:

1. Able to reveal the causal relationship between the provision of group guidance services using the Rational Emotive Imagery (REI) technique and reducing identity crises.
2. Using a control group can minimize the influence of external factors that could affect research results.
3. Internal validity is higher, because there is a pretest and posttest which allows direct comparison of conditions before and after treatment.

The study population was seventh-grade students of MTs Islamiyah Londut. The sampling technique used purposive sampling with the criteria of students showing symptoms of identity crisis. The sample size was 30 students, consisting of 15 students in the experimental group and 15 students in the control group. The instrument used was an identity crisis questionnaire with a Likert scale model. This instrument has been validated by experts and tested for reliability using the Cronbach's Alpha coefficient, making it suitable for use in measuring research variables.

Research Procedure

1. Pretest: both groups were given an identity crisis questionnaire to determine their initial conditions.
2. Treatment: the experimental group received group guidance services using the REI technique for 4 sessions, while the control group received conventional group guidance services.
3. Posttest: after treatment, both groups were given the same questionnaire again to determine the changes that had occurred.
   The data was analyzed using two approaches, namely:

1. Descriptive Analysis: Calculating the mean, standard deviation, distribution of scores, and percentage of student identity crisis categories. This analysis provides an overview of student conditions before and after treatment.
2. Inferential Analysis:
   1) Normality tests (Kolmogorov-Smirnov/Shapiro-Wilk) and homogeneity tests (Levene's Test) were conducted first to ensure that the data met the parametric test assumptions.
   2) Paired Sample T-Test is used to see the differences in pretest and posttest scores in each group.
   3) Independent Sample T-Test was used to compare the results between the experimental and control groups.
   4) The significance level is set at $\alpha = 0.05$. If the sig value is < 0.05, then the difference is considered significant.

With this analysis procedure, the research not only describes the condition of students, but also statistically tests the effectiveness of group guidance services with REI techniques in reducing identity crises.

RESULTS AND DISCUSSION

Based on the results of the pretest followed by 30 students of class VII MTs Islamiyah Londut, the researcher will present pretest data regarding class VII students in the student identity crisis category before being given treatment. The distribution of pretest questionnaires to grade VII students was the initial step in the research, and the results are presented in the following chart:

Table 1. Data Student Identity Crisis Pretest Grade VII

No	Respondents	Information	No	Respondents	Information
1	Adelia Dwi Sukma	Often	1 6	Algi Fahri	Often
2	Revan Praza Putra	Often	1 7	Farel	Often
3	Zakwan Al Faiq	Often	1 8	Rahesya Habibie	Often
4	Karin Fitriana	Often	19	Danu Wardana	Often
5	Grace to Ikhsan	Often	2 0	Sultan Brahmin	Often
6	Khairil Nizam	Often	2 1	Fadil Pratama	Often
7	Tiffany Auliya	Often	2 2	Iqbal Raditiya	Sometimes
8	Nurhidayah Putri	Sometimes	2 3	Ahmad Alfarizi	Often
9	Anggi Silaen's Pearl	Often	2 4	Rafik Yoga Prananda	Often
10	Beautiful and Sustainable	Often	2 5	M. Repanji Maulana	Often
11	Naya Asari Pasaribu	Sometimes	2 6	M. Azis Syahputra	Often
12	Labibah Azalia	Often	2 7	Syahputra Darma	Often
13	Dicky Hifihnsyah	Sometimes	28	Dista Anastasya	Often
14	Azzra Ahori	Often	29	Nira Aqila Ftin Shn	Often
15	Anggi Nasyila Putri	Often	3 0	Nayya Video R	Often

It can be concluded from the results of the previous pretest that 30 students of MTs Islamiyah Londut Class VII who took the test obtained an average answer of agree. with the identity crisis experienced by the student.

Table 2. Mark Likert Scale

Scale	Information	(+)	(-)
SL	Very high	4	1
SR	Tall	3	2
KK	Currently	2	3
JRG	Low	1	4

Researchers divided the questionnaire score classification into four categories, as shown in Table 2, namely: Very High, High, Medium, Low . By using the interval formula, namely, you can determine the interval to classify it:

$$I = \frac{NT - NR}{K}$$

Note for (-) value to reduce identity crisis:

NT = Highest Value (30 x 1 = 30)
NR = Mark Lowest (30 x 4 = 120)
K = Number of Categories (4)
I = Interval (120 - 30 = 90 :4 = 22.5)
So I = 22.5 .
Following This is signs anxiety based on information This:

Table 3. Criteria Identity Crisis Level

No	Interval	Category
1	30 - 52	Very high
2	53-75	Tall
3	76-98	Currently
4	99-121	Low

It is known that the average questionnaire instrument is negative, so the lower it is the value, the higher the category according to the interval above.

Distribution Data Pretest t Identity Crisis Student Group Experimental and Control Groups During the initial meeting, the researcher administered a pretest to understand how much of an identity crisis students in the experimental and control groups had. The graph below shows below describe the distribution student pretest identity crisis between experimental and control groups:

Table 4. Distribution Data Pretest Identity Crisis Student Student Group Experiment and Control Group

No	Experimental Group			Control Group		
	Respondents	Score	Category	Respondents	Score	Category
1	ZAF	44	Very high	RH	56	Tall
2	A A	54	Tall	MAS	58	Tall
3	MAS	54	Tall	F	62	Tall
4	IL	54	Tall	A A	62	Tall
5	KF	56	Tall	Elementary School	62	Tall
6	TA	58	Tall	NAFS	62	Tall
7	KN	60	Tall	NVR	62	Tall
8	Republic of Indonesia	62	Tall	DA	64	Tall

9	LA	62	Tall	RYP	64	Tall
10	DH	64	Tall	DW	64	Tall
11	NAP	68	Tall	MRM	66	Tall
12	ANP	68	Tall	SB	66	Tall
13	ADS	76	Currently	AF	68	Tall
14	Lesson Plan	76	Currently	IR	68	Tall
15	NP	76	Currently	FP	72	Tall
Amount		932			956	
Average		62	Tall		64	Tall

Based on Table 4, the average pretest score for the Identity Crisis variable Students in the experimental group were 62, while the average pretest score of students in the control group was 64. Identity crisis was high in both the experimental class and the control group. and control.

Distribution Data Identity Crisis Posttest Student Experimental Group and Control Group After receiving treatment, the experimental group met three times. In addition, the researcher administered a posttest questionnaire to the control and experimental groups to understand the level of student identity crisis. Data distribution the posttest of identity crisis between students in the experimental and control groups produced the following findings:

Table 5. Distribution Data Identity Crisis Posttest Student Group Experiment and Control Group

No	Experimental Group			Control Group		
	Respondents	Score	Category	Respondents	Score	Category
1	ZAF	46	Very high	MRM	56	Tall
2	NAP	58	Tall	DW	62	Tall
3	ADS	62	Currently	A A	62	Tall
4	TA	62	Tall	F	64	Tall
5	NP	62	Currently	NVR	66	Tall
6	DH	64	Tall	DA	68	Tall
7	Republic of Indonesia	64	Tall	NAFS	68	Tall
8	ANP	66	Tall	IR	68	Tall
9	MAS	68	Tall	FP	70	Tall
10	A A	68	Tall	MAS	72	Tall
11	IL	70	Tall	AF	72	Tall
12	LA	70	Tall	SB	74	Tall
13	Lesson Plan	74	Currently	RH	74	Tall
14	KN	78	Currently	Elementary School	76	Currently
15	KF	80	Currently	RYP	76	Currently
Amount		1,010			1,028	
Average		67.3	Tall		68.5	Tall

Based on Table 5, the average posttest score of students in the control group on the identity crisis variable was 68.5, while the average posttest score of students in the experimental group was 67.3. The posttest results show that students in the experimental and control groups experienced an equal number of identity crises . Although their scores were fundamentally different, they were still in the same category, namely high.

After collecting data from the pretest and posttest results , the control group carried out test normality. Distribution normal variables data verified by test this normality. The research

data is considered normal if Asymp.sig exceeds 0.05 , while data that does not exceed 0.05 is considered abnormal. Researchers used SPSS version 26 to conduct a normality test as follows:

Table 6. Normality Test

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Results of the Student Identity Crisis	Experiment Pre-Test	,130	15	,200 [*]	,941	15	,401
	Post-Test Experiment	,159	15	,200 [*]	,962	15	,721
	Pre-Test Control	,176	15	,200 [*]	,948	15	,496
	Post-Test Control	,130	15	,200 [*]	,947	15	,485

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pretest experimental group has a significance level of 0.401 , the posttest experimental group own level significant 0, 721 , class control pretest own significance level of 0.496 and the posttest control class has level significant 0.485 , like seen in the table 6. Based on the basis for decision making, the data is reasonable/normal If the sig. number > 0.05 , then it can be concluded that the data is normally distributed.

Following the results of the normality test, pay close attention to the results of the homogeneity test. Data homogeneity can be determined using the homogeneity test. This is the basis for standard test results if the average significance value (Sig) exceeds 0.05 .

Table 7. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Results of the Student Identity Crisis	Based on Mean	1,074	3	56	,367
	Based on Median	,974	3	56	,412
	Based on Median and with adjusted df	,974	3	48,686	,413
	Based on trimmed mean	1,097	3	56	,358

Homogeneity test *Levene* produce mark (Sig *Based on Mean*) in on 0.05, sig > 0.05, or 0.367 > 0.05, like seen in the table 7, which shows that data variance is homogeneous .

The parametric statistical tests were met by the results of normality and homogeneity tests, indicating that the data were homogeneous and normally distributed. Based on the resulting parametric statistical data, the hypothesis was tested using *the Paired Sample T-Test.*

Make a decision to accept or reject Ho in the test *paired sample t-test* based on t count, if t count > t table, where is the difference between the rejection of Ho and the acceptance of Ha is significant. Conversely, if the calculated t < t table, then Ho is accepted and Ha is rejected (the difference is not significant). Next, the test is formulated *paired sample t test* as follows :

<div align="center">Table 8. Paired Results Sample T Test</div>

<div align="center">Paired Samples Test</div>

					95% Confidence Interval of the Difference				
		Mean	Standard Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Student Identity Crisis Results - Class	61,667	8,666	1,119	59,428	63,905	55,117	59	,000

The results of the Paired Sample T Test on Pair 1 with a calculated t value of 55.117 and the ttable value is 0.683 with a sig value < 0.05 or 0.000 < 0.05 . In accordance on the basis of decision making if t count > t table or 55.117 > 0.683 With a sig value < 0.05 or 0.000 <0.05 , there is a significant change. Or it can be concluded that the use of the Rei technique has an influence on reducing the identity crisis experienced by seventh-grade students at MTs I Islamic Londut .

Based on explanation on, concluded that group guidance with the Rational Emotive Imagery (REI) technique There is its influence negative meaningful to the student identity crisis , its meaning that is improvement mark group guidance using techniques Rational Emotive Imagery (REI) will followed decline mark student identity crisis.

This study uses group guidance administration and mental behavioral treatment methods to address students' identity crises at MTs Islamiyah Londut . involving 30 students who were divided into two groups: 15 students from the experimental group and 15 students from the control group. Students in both groups achieved very high scores on the identity crisis scale . In addition, 15 students in the experimental group received group guidance using the technique Rational Emotive Imagery (REI) in 4 meeting sessions.

This study aims to determine the effectiveness of group guidance services using the Rational Emotive Imagery (REI) technique in reducing identity crises in seventh-grade students at MTs Islamiyah Londut. The method used was a quasi-experimental one-group pretest-posttest design. The study subjects consisted of 30 students experiencing identity crises, divided into an experimental group (15 students) and a control group (15 students).

Service Group Guidance with using techniques Rational Emotive Imagery (REI) can reduce students' identity crisis , which is the result of the pretest in the experimental group get 62 increased to 67.3 . The results of the pretest and posttest scores showed a significant increase in the experimental group after receiving group guidance services using the REI technique. The average posttest score was higher than the pretest score, indicating a decrease in the level of identity crisis.

After analyzing using descriptive and inferential statistics, it was found that the difference in pretest and posttest scores in the experimental group demonstrated the effectiveness of REI's technical group guidance services in reducing students' identity crises. This is in line with the hypothesis proposed in the study.

The REI approach, which emphasizes cognitive restructuring and rational emotional representation, has been proven to transform students' perspectives on themselves and the

crises they are experiencing. Through group counseling, students can express their emotions, recognize their irrational thoughts, and replace them with more rational and constructive ones.

These findings align with Albert Ellis's Rational Emotive Behavior Therapy (REBT) theory, which forms the basis of the REI technique. Ellis stated that psychological crises arise from irrational thoughts, and through certain techniques (such as imagery), individuals can replace them with more rational thoughts. The REI technique helps students imagine stressful scenarios and actively change their emotional responses to those situations.

MTs students who are experiencing an identity crisis (for example: confusion about identity, low self-esteem, or social environmental pressure) are given the means to understand and reconstruct their emotions and ways of thinking through systematic group activities.

This support point of view Sofyan El Willis argues that the goal of Rational Emotive Imagery therapy is to eliminate emotional barriers that can lead to self-destruction (such as guilt, anxiety, and anger) and also train individuals to be rational about the realities of life. (Sari, 2023) . Group guidance is one of the guidance and counseling services. Group guidance is the process of utilizing group dynamics to provide information and guidance to a group of people by an expert (BK teacher). (Wanda Widiya & Ahmad Syarqawi, 2023)

REI's role in reducing identity crises in students is that group guidance services using REI techniques can help students overcome the identity crises they experience. REI techniques focus on changing irrational thought patterns that can influence students' perceptions of themselves. With group support and the application of these techniques, students are expected to improve their self-understanding, reduce identity confusion, and increase their confidence in facing identity challenges.

The findings of this study support the research hypothesis which states that "group guidance services with the Rational Emotive Imagery (REI) technique are effective in reducing students' identity crises." This is indicated by the increase in posttest scores in the experimental group which was higher than the control group.

Theoretically, these results align with the concept of Rational Emotive Behavior Therapy (REBT) developed by Albert Ellis, which argues that psychological crises, such as identity crises, arise from irrational thinking. Through imagery techniques, students are trained to replace these irrational thoughts with more rational thought patterns, thereby becoming clearer and more stable in their self-identity.

Furthermore, the results of this study support Sari's (2023) findings, which demonstrated that REI techniques can reduce social anxiety by altering individuals' emotional and thought patterns. Similarly, in the context of this study, students who previously lacked self-confidence or were confused about their identity became better able to manage their emotions and improve their self-understanding after participating in group guidance using REI techniques.

The results of this study support previous research that also found the REBT approach and its derivative techniques, such as REI, to be effective in addressing emotional problems and psychological crises in adolescents. This study reinforces the finding that REI is effective not only in the context of individual therapy but also in the context of group counseling services in schools.

This research has important implications for guidance and counseling (BK) teachers in schools. The REI technique can be used as an applicable approach in group guidance services to help students overcome identity crises. It also opens up opportunities for the development of more innovative guidance programs based on a cognitive-emotional approach.

CONCLUSION

According to analysis study after accept group guidance using techniques Rational Emotive Imagery (REI) , identity crisis scores increased in the experimental group. For approximately two Sunday, the experimental group received 4 sessions group guidance using

techniques Rational Emotive Imagery (REI) , as shown by the pre- and post-test results. This is evident from the experimental group's initial pre-test results, which showed a score of 62 and increased to 67.3 after follow group guidance using techniques Rational Emotive Imagery (REI) . Because most of the instruments used in the survey is negative, which means score higher means the identity crisis is reduced. It can be concluded that group guidance services use the technique Rational Emotive Imagery (REI) at MTs Islamiyah Londut you can reduce student identity crisis.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST
The authors declare no conflict of interest

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