

Rational Emotive Behavior Group Counseling to Reduce Toxic Masculinity in the Patriarchal Culture of High School Students

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Abstract

Toxic masculinity is a social construct in patriarchal societies, characterizing male attitudes that dominate and accentuate gender inequality with women in lower positions, influencing detrimental behavioral patterns. This research aims to examine the effectiveness of Rational Emotive Behavior Group Counseling in reducing toxic masculinity behaviors among high school students within the context of patriarchal culture. The study employed an experimental design with a pretest and posttest control group arrangement. From the Toxic masculinity inventory measurements, twelve students with high levels of toxic masculinity characteristics were identified. Subject selection was randomized, with six students in each experimental and control group. Data collected were analyzed using a paired sample T-test, revealing a significance value of 0.000 (<0.05). Therefore, the null hypothesis (H_0) was rejected, indicating that Rational Emotive Behavior Group Counseling is effective in reducing toxic masculinity behaviors among high school students influenced by patriarchal culture. This research contributes to understanding the effectiveness of group counseling interventions with the Rational Emotive Behavior Group Counseling approach in addressing the impact of toxic masculinity. The implications have the potential to transform student behavior towards gender balance and equality within the patriarchal culture of high school education environments.

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1. Introduction

Toxic masculinity is a term introduced by psychologist Shepherd Bliss in the 1990s to differentiate between the positive and negative values associated with male stereotypes (Harrington, 2021). Research by Farike et al. (2022) indicates that certain aspects of masculinity can negatively affect men's lives, thereby complicating our understanding of male identity.

Generally, toxic masculinity is associated with men and the social expectations of maturity, often manifesting in behaviors or attitudes that contradict established gender norms and expected patterns of social development (Waling, 2023). Preliminary studies—based on interviews and observations in high schools—suggest that toxic masculinity primarily reflects the belief that men should dominate in economic and social spheres, adhere strictly to social norms, and conform to traditional gender roles. These roles include the perception that experiencing shame is inhumane and that women are objects to be controlled.

Furthermore, empirical evidence shows that many adolescents, particularly high school students, experience adverse effects from toxic masculinity. For example, recent data indicates that 80% of 100,000 male adolescents are implicated in cases of suicide, often attributed to their perceived inability to meet the socially prescribed expectations of masculinity. Men's more impulsive nature may further intensify the emotional drive towards self-harm, making them more vulnerable

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to such outcomes compared to women (WHO, 2023). Additional preliminary findings reveal that some male students exhibit toxic masculinity through behaviors such as authoritarian conduct as class leaders and exerting dominance in romantic relationships. Such attitudes frequently culminate in physical and verbal bullying directed at both male and female peers.

Male adolescents who exhibit characteristics consistent with traditional masculine stereotypes are often labeled as “masculine,” whereas those with exaggerated traits may be termed “super-masculine,” and those who lack these traits are sometimes derogatorily labeled as “less masculine” or “effeminate.” This negative labeling of traits considered feminine in men is pervasive in society and is deeply rooted in a patriarchal culture that reinforces rigid stereotypes and sexism.

These preliminary findings align with the research of Jufanny and Girsang (2020), which suggests that violence against women can emerge as a consequence of toxic masculinity. In this context, misunderstandings of masculinity may prompt the expression of emotions through violent behavior by men. While the research underscores that men are often delineated as the primary agents in the perpetuation of violence, it also acknowledges that the capacity for such behavior is an inherent aspect of every individual. Ultimately, raising awareness about the detrimental effects of toxic masculinity is essential for transforming mindsets and behaviors toward a more equitable and harmonious society.

Toxic masculinity engenders harmful societal norms, perpetuating gender inequality and reinforcing derogatory attitudes toward women (Waling, 2023; Posadas, 2017; Kupers, 2005; Haider, 2016). It can be identified as an element of dominant masculine values that are inherently destructive (Barnwal & Mishra, 2021). Data from the Indonesian Ministry of Health indicate that 29% of suicide victims in the country are women, while the remaining 71% are men. This statistic illustrates a gender-based pattern in suicidal tendencies in Indonesia (Kemenkes, 2017). Although women attempt suicide more frequently, evidence suggests that men are more vulnerable to depression. This vulnerability stems from societal pressures imposed on men from an early age, which compel them to display strength and suppress negative emotions such as disappointment, sadness, and tears. Consequently, this stigma often deters men from seeking mental health support, thereby heightening the risk of adverse psychological outcomes (Parent et al., 2019; Frąckowiak-Sochańska, 2021; Iwamoto et al., 2018).

Toxic masculinity originates from social constructs imposed by a patriarchal society that dictate attitudes and behaviors. Society generally establishes a conception of masculinity that emphasizes assertiveness, resilience, and leadership. This model prescribes qualities such as courage, decisiveness, and authority, while simultaneously discouraging the expression of emotions. Men who deviate from these norms—for example, by crying, displaying vulnerability, or appearing fearful—are deemed aberrant (Mabrouk, 2020; Harris, 2021; Kupers, 2005; Parent et al., 2019; Bealer, 2011). Addressing toxic masculinity, therefore, necessitates challenging these entrenched societal norms and fostering environments that encourage emotional expression and vulnerability. Raising mental health awareness and rejecting rigid gender expectations are essential for cultivating a healthier society.

Contemporary manifestations of toxic masculinity include several evolving aspects: (1) the imperative for men to be strong and refrain from expressing emotions; (2) the expectation that men should dominate relationships, with less dominant men being perceived as weak; (3) the stigma attached to men who fail to fulfill the role of the family provider; (4) the occurrence of violence against men due to behaviors or physical characteristics deemed somewhat feminine; (5) the compulsion to avoid emotional expression because of shame; (6) the reluctance to seek help when needed; (7) an overemphasis on sexual and hormonal drives; (8) strict regulations governing expressions, body language, and emotions that must align with masculine ideals; and (9) the denigration of men who exhibit feminine traits (Waling, 2023; Hines et al., 2021; Elliott, 2018).

Flood (2011) identified three frequently discussed dimensions of masculinity: (1) masculinity as it relates to beliefs, ideals, images, representations, and discourse; (2) masculinity as encompassing traits present in both men and women; and (3) masculinity with a focus on equitable distribution among men. According to Jais (2022), there are five principal patterns that elucidate toxic masculinity and gender dynamics, including hegemonic masculinity, subordinated masculinity, complicit masculinity, marginalized masculinity, and masculinity within the structure of gender relations. These frameworks help to clarify the complexities of masculinity in cultural and social contexts.

Patriarchal culture is a social practice that assigns primacy to men in local societal domains, such as organizational and communal spheres. In contrast, women frequently experience discrimination and subjugation under male control within this framework, creating significant inequities. This gender differentiation engenders a disparity in societal roles between men and women (Pearson, 2019; Haider, 2016).

Toxic masculinity is inextricably linked to a patriarchal culture that prioritizes men. Initially, patriarchal norms focused on men supplanting women in wage-earning roles; however, over time, their influence has permeated familial structures. Patriarchy has become an ingrained component of the social fabric, wherein men dominate and constrain women (Boulware, 2016; Corvo & Golding, 2022; Harrington, 2021; Jenney & Exner-Cortens, 2018).

A patriarchal culture that sustains the belief in the inherent inequality between men and women can give rise to various social problems, including intimate partner violence. Research by Jufanny and Girsang (2020) documented 1,528 cases of male-perpetrated violence in 2018. The patriarchal perspective, which reinforces the notion that men are stronger and more authoritative, can precipitate physical, sexual, or psychological violence, including coercion or violations of women's autonomy (Kabir, 2020). Moreover, the influence of patriarchy can lead to internal conflict, diminished productivity, mental health disorders, and even violence (Parent et al., 2019). Consequently, deconstructing patriarchal culture and promoting gender equality are crucial for establishing healthy relationships and mitigating its detrimental impacts on society.

Based on the research presented, it can be concluded that men often perceive themselves as inherently dominant, feeling compelled to be assertive and to refrain from displaying vulnerability. This mindset is reflected in assertions such as, "I am the man here; therefore, I can control the situation or act manipulatively," which exemplify the toxic elements embedded within traditional masculine constructs. In a patriarchal context, women frequently find themselves subjected to male authority. Within this research, toxic masculinity is understood as the societal pressure on men to exhibit dominance over women. Shepherd Bliss's theoretical framework is employed as a basis for measuring toxic masculinity, incorporating aspects such as feelings of shame, a reluctance to seek help, a continual need for physical, social, and sexual dominance, and the imposition of norms regarding opinions, physicality, and emotions that disparage feminine behavior.

To mitigate toxic masculinity within a patriarchal culture, this study implements Rational Emotive Behavior Counseling. This approach centers on the emotional and behavioral dimensions of individuals, assisting clients in overcoming challenges and charting a desired course in life. As a psychotherapeutic method, Rational Emotive Behavior Counseling is designed to comprehensively address clients' issues by facilitating problem-solving, re-framing experiences, and transforming attitudes, thoughts, and beliefs in a positive manner (Albert Ellis, as cited in Habsy, 2021).

The application of Rational Emotive Behavior Counseling is anticipated to reduce manifestations of toxic masculinity within a patriarchal framework. Through this approach, individuals are expected to develop a more rational perspective. Rational Emotive Behavior Counseling serves as a catalyst for motivating changes in unhealthy behaviors and mindsets, thereby promoting personal growth and healthier interpersonal relationships. Specifically, the intervention utilizes two techniques—Modelling and Assertive Training—which have proven effective in transforming irrational thought patterns into more rational, positive, and adaptive ones in the context of a patriarchal society. This finding is consistent with the research conducted by Suryatini et al. (2017),

which demonstrated the efficacy of Modelling and Assertive Training in reducing aggressive behaviors among both male and female students.

Based on the phenomena and preliminary study findings, and taking into account the characteristics of the population and the emerging issues, this research has chosen to employ group counseling within the framework of Rational Emotive Behavior. Group counseling focuses on exploring and building relationships with other group members (Corey, Corey, & Corey, 2018). The Rational Emotive Behavior Group Counseling is expected to create an environment that fosters positive change regarding toxic masculinity within the patriarchal culture among high school students.

The Rational Emotive Behavior Group in this study emphasizes emotions, behaviors, and thoughts. Its focus is to help individuals understand and manage their emotions, transform irrational thinking patterns, and enhance social adaptation skills to achieve psychological well-being through the ABCDE theory. Accordingly, the procedure of the Rational Emotive Behavior Group Counseling involves techniques such as: (1) Modelling Technique – which provides examples of positive behaviors for participants to emulate. Through modelling, participants can imitate successful experiences of individuals who have changed their attitudes and behaviors related to toxic masculinity. (2) Assertive Training Technique – which trains participants to express their opinions and needs assertively while respecting the rights and feelings of others. This technique assists participants in developing improved communication skills without resorting to aggression or dominance.

By implementing Rational Emotive Behavior Group Counseling, it is anticipated that the participants will develop a better understanding of the issues related to toxic masculinity and positively influence their attitudes and behaviors within the patriarchal culture prevalent in high school environments. This counseling approach is expected to reduce toxic masculinity among high school students by focusing on cognitive and behavioral aspects, thereby transforming irrational thought processes into more rational and positive ones. The framework of this study is illustrated in Figure 1.

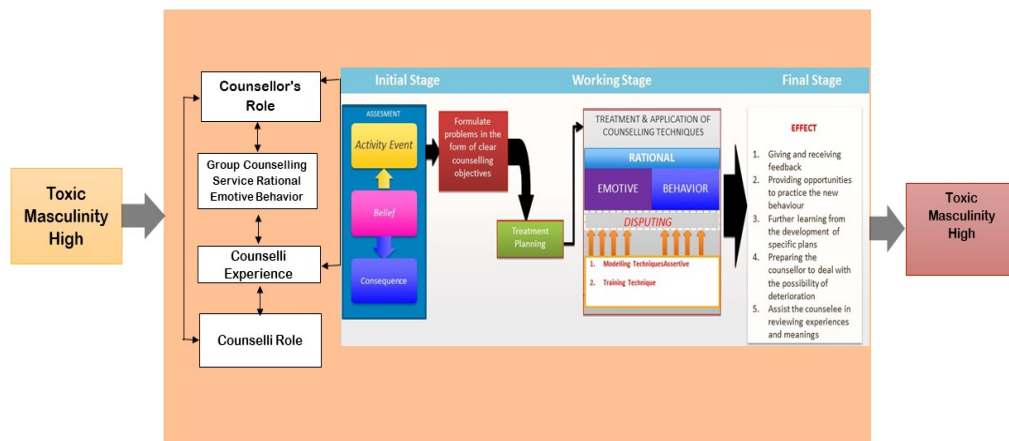


Figure 1. Rational Emotive Behavior Group Counseling in Reducing Toxic Masculinity within the Patriarchal Culture of High School Students

Based on the preceding introduction, the research question in this study is formulated as follows: “How can Rational Emotive Behavior Group Counseling effectively reduce toxic masculinity within the patriarchal culture among high school students?”

2. Method

The study employed a quantitative method with an experimental design to evaluate the effectiveness of Rational Emotive Behavior Group Counseling in reducing toxic masculinity within the patriarchal culture of high school students. Specifically, this research utilized a pretest–posttest control group design (see Figure 2). It was expected that the findings would offer valuable insights into the effectiveness of Rational Emotive Behavior Group Counseling in mitigating toxic masculinity.

R1	O1	X	O2
R3	O3	--	O4

Figure 2. A pretest–posttest Control Group Experimental Design

Information:

R1: Random assignment of the experimental group

O1: Pretest administered before the experimental group receives the intervention

X: Rational Emotive Behavior Group Counseling administered to the experimental group

O2: Posttest administered after the experimental group receives the intervention

R2: Random assignment of the control group

O3: Pretest administered before the control group receives its intervention

--: Group counseling without specific techniques administered to the control group

O4: Posttest administered after the control group receives the intervention

The research design involved two main groups, namely an experimental group and a control group, which were randomly assigned using a random assignment technique. Participants in both groups underwent a pretest using the Toxic Masculinity Inventory based on Shepherd Bliss's theory. The total item validity of this inventory had already been established at a high level, with an R-value of 0.7 and a reliability coefficient of 0.798, ensuring the sample's suitability for the research objectives. Subsequently, the experimental group received Rational Emotive Behavior Group Counseling, while the control group underwent group counseling without specific techniques. At the end of the study, both groups took a posttest using the same Toxic Masculinity Inventory. The items in the inventory were randomized to prevent bias and enhance internal validity.

If a statistically significant reduction in toxic masculinity was observed in the experimental group compared to an increase in the control group, it could be concluded that the Rational Emotive Behavior Group Counseling intervention contributed significantly. This outcome indicated the effectiveness of the treatment in reducing toxic masculinity, supporting the argument that this counseling approach has a positive impact capable of influencing students' behavioral patterns and perceptions of harmful masculinity within a patriarchal culture in the high school context. The success of the experiment was determined by the differences in Toxic Masculinity Inventory scores before and after the intervention in both groups, providing strong evidence that Rational Emotive Behavior Group Counseling was effective in reducing toxic masculinity in a patriarchal high school environment.

The aim was to determine whether changes in the experimental group were not influenced by factors other than the Rational Emotive Behavior Group Counseling intervention. By comparing the experimental group with the control group, the study was able to assess the extent of the treatment's contribution to reducing levels of toxic masculinity within the patriarchal culture of high school students. This comparison helped measure the specific impact of the Rational Emotive Behavior Group Counseling approach and ensured that any observed differences could be attributed solely to the intervention.

With a control group that did not receive any specialized treatment, the study could compare behavioral or attitudinal changes in both groups. If a significant difference was noted, the control group served as a benchmark to highlight the effect of the intervention on reducing toxic masculinity, whereas the experimental group demonstrated how the intervention outcomes differed from those in the control group.

2.1. Data Sources

This study involved all students identified as belonging to the “toxic masculinity” category based on the Toxic Masculinity Inventory developed by Shepherd Bliss. The population comprised 130 twelfth-grade high school students.

2.2. Data Collection Technique

The initial and post-treatment data were collected using the Toxic Masculinity Inventory based on Shepherd Bliss’s theory. This instrument was designed to measure changes in the level of toxic masculinity after the implementation of Rational Emotive Behavior Group Counseling. Data collected from both the experimental and control groups were then analyzed to determine the extent to which the treatment contributed to reducing toxic masculinity among high school students. The Toxic Masculinity Inventory, based on Shepherd Bliss’s theory, consisted of six indicators: (1) Emotional expression; (2) Refusal to accept help; (3) Constant need for dominance in physical, social, and sexual domains; (4) Restrictive norms for expressing opinions, physicality, and feelings that deviate from stereotypically feminine traits; (5) Derogation of individuals exhibiting feminine behaviors; (6) Patriarchal culture.

2.3. Data Analysis

The level of toxic masculinity was assessed by comparing pretest and posttest scores using a T-test, a non-parametric statistical method suitable for this type of experimental design with independent samples before and after treatment. This approach enabled the researcher to evaluate whether changes in the level of toxic masculinity in the experimental group were statistically significant.

A T-test was employed to test the hypothesis by examining any significant differences in toxic masculinity levels between two independent samples drawn from the same population, namely before and after the intervention. The intervention consisted of Rational Emotive Behavior Group Counseling for the experimental group, and group counseling without a specific technique for the control group. This research adhered to established statistical formulas for hypothesis testing. Decisions regarding acceptance or rejection of the null hypothesis (H_0) were based on the Asymp. Sig. (2-tailed) value: if this value was \leq the significance level ($\alpha/2 = 0.05$), H_0 was rejected; otherwise, if Asymp. Sig. (2-tailed) was > 0.05 , H_0 was accepted (Sugiyono & Wibowo, 2001).

The toxic masculinity level of students was measured before and after the Rational Emotive Behavior Group Counseling intervention. This approach allowed the researcher to determine any significant changes in the experimental group’s toxic masculinity level, assess the impact of the treatment, and address the research question.

3. Results

The treatment for the experimental group was administered over three months, beginning with a pretest to assess the level of toxic masculinity before starting the intervention. Upon completing the entire treatment process, a posttest using the same Shepherd Bliss-based Toxic Masculinity Inventory was administered.

After all data were collected following the prescribed method, the next step was data analysis. A T-test was conducted to generate the final results. Comparisons of the Toxic Masculinity Inventory scores from the pretest and posttest in the control and experimental groups were evaluated through this T-test. The analysis aimed to determine whether there were statistically significant differences in toxic masculinity levels before and after the intervention in both groups, thereby enabling the researcher to conclude the effectiveness of Rational Emotive Behavior Group Counseling in reducing toxic masculinity among high school students. The following table presents the results.

Table 1. Pretest and Posttest Results for the Control and Experimental Groups

Experimental Group				Control Group			
Initial	Pretest (X ₁)	Posttest (X ₂)	Diff (X)	Initial	Pretest (Y ₁)	Posttest (Y ₂)	Diff. (Y)
AL	159	111	48	IMH	137	107	30
MCI	147	106	41	JHN	139	103	36
MI	138	108	29	MCAI	149	105	44
FG	141	134	7	Dal	154	105	49
JM	145	114	31	MS	147	111	36
DI	156	110	46	MG	145	112	33
Mean	68.3	88.6		Mean	87.1	64.3	
N 6	Σ 683	Σ 886		N 6	Σ 87	Σ 643	

Based on Table 1, it can be concluded that the six students who received Rational Emotive Behavior Group Counseling showed significant changes, namely a decrease in posttest scores. The analysis indicated that the experimental group's mean posttest score was lower than its pretest score (64.3). Therefore, it may be inferred that Rational Emotive Behavior Counseling effectively reduced toxic masculinity in the experimental group.

The next step involved processing the data using SPSS 25.00 for Windows. A hypothesis test was conducted to compare scores before and after the implementation of Rational Emotive Behavior Group Counseling. Prior to performing an independent samples t-test, the researcher carried out normality and homogeneity tests as prerequisites for the independent samples t-test, ensuring that the data were valid and reliable for accurate interpretation of results.

Regarding the normality test, a significance value greater than 0.05 indicates that the data can be considered normally distributed. According to the Kolmogorov-Smirnov normality test results, the Sig. value for all questionnaire scores exceeded 0.05. In the experimental group's pretest, the Sig. value was 0.200, which is substantially above the threshold of 0.05. A similar finding emerged for the experimental group's posttest, with a Sig. value of 0.044, which is also considerably above 0.05 ($0.044 < 0.05$). The control group's pretest data analysis yielded a significance value of 0.200 ($0.200 > 0.05$), and the same was true for the control group's posttest, with a significance value of 0.200 ($0.200 > 0.05$). Thus, these data can be regarded as normally distributed, providing a sufficient basis for further analysis in this study.

The following table presents the results of the homogeneity test to determine whether the research data are homogeneous.

Table 2. Test of Homogeneity of Variance

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		Levene Statistic	DfΣ	df2	Sig.
Result	Based on Mean	0.954	3	20	0.433
	Based on Median	0.482	3	20	0.698
	Based on Median and with adjusted df	0.482	3	10.516	0.702
	Based on trimmed mean	0.839	3	20	0.488

From the Test of Homogeneity of Variances table, it can be seen that the significance level based on the Mean between the two posttest groups is 0.954, which is greater than 0.05. Hence, the variance in both the experimental group and the control group can be considered homogeneous, supporting the validity of the hypothesis test.

Based on the analysis using SPSS 25.00 for Windows, the computed t-value was 8.387, with a probability (Sig. (2-tailed)) of 0.000 and degrees of freedom (df) = 10. This t-value was then compared to the critical t-table value at the 5% significance level, where df = 10 yielded a critical value of 3.383. Since the computed t-value (8.387) exceeds the t-table value (3.383) and the obtained probability (0.000) is less than 0.005, the alternative hypothesis (H₁)—which states that Rational Emotive Behavior Group Counseling is effective in reducing toxic masculinity within the patriarchal culture of high school students—is accepted. Conversely, the null hypothesis (H₀)—which posits that

Rational Emotive Behavior Group Counseling is not effective in reducing toxic masculinity within the patriarchal culture of high school students—is rejected.

This conclusion rests on the fact that the computed t-value surpasses the critical t-table value at the 5% ($\alpha = 0.05$) significance level. It indicates a significant difference between the experimental group (which received Rational Emotive Behavior Group Counseling) and the control group in reducing the level of toxic masculinity among high school students. The findings affirm the effectiveness of Rational Emotive Behavior Group Counseling in bringing about positive changes in toxic masculinity, demonstrating that this approach can serve as an effective solution to patriarchal cultural issues in high schools.

4. Discussion

This study originated from three primary concerns. First is the presence of toxic masculinity within a patriarchal culture among high school adolescents. Second is the attitudes and behaviors that indicate a higher level of male dominance compared to females. Third is the limited variety of counseling approaches employed by counselors. Prior research by Camangian (2021) illustrates that the existence of toxic masculinity is intertwined with patriarchal culture, which differentiates male and female roles and imposes unequal treatment on both. By understanding and exploring these issues, the present study seeks to comprehend the dynamics of patriarchal culture in high school adolescents and contribute to the development of more diverse and effective counseling approaches to address this problem.

Based on the findings, group counseling proved to be effective in reducing the level of toxic masculinity within a patriarchal culture. The unique feature of the Rational Emotive Behavior Group Counseling in this study lies in its two principal techniques—assertiveness training and relaxation—that address emotional, cognitive, and behavioral aspects in a balanced manner. These findings align with those of Anggraeni (2018). Thus, the study offers practical insights into the potential of Rational Emotive Behavior Group Counseling as an intervention applicable for tackling toxic masculinity and fostering positive change in patriarchal cultures.

In this research, Rational Emotive Behavior Group Counseling adopted assertiveness training and relaxation techniques. This approach aimed to help counselees understand the connection between their thoughts, emotions, behaviors, and physiological responses. Additionally, counseling focused on identifying inaccurate or harmful thought patterns and replacing them with more constructive views. These findings are consistent with Bamidele (2019), who revealed that Rational Emotive Behavior Counseling effectively reduced bullying behaviors among adolescents in Nigeria. Consequently, Rational Emotive Behavior Group Counseling may be regarded as a powerful tool for addressing negative thought processes and encouraging positive changes in counselees' emotional responses and behaviors.

From the Shepherd Bliss Inventory's toxic masculinity categorization, a total of 12 students from the overall population were identified as having a high level of toxic masculinity. The findings of this study demonstrate the success of Rational Emotive Behavior Group Counseling in reducing the level of toxic masculinity among high school students. This result positively contributes to efforts aimed at mitigating the harmful consequences of patriarchal culture. Through Rational Emotive Behavior Group Counseling, students are expected to gain deeper insights into gender roles, diminish toxic behaviors associated with masculinity, and foster a more inclusive and equitable school environment. In addition to its theoretical contribution to the understanding of Rational Emotive Behavior Group Counseling, this study also carries practical implications for enhancing the quality of counseling services in schools.

The research findings highlight the effectiveness of Rational Emotive Behavior Group Counseling, particularly in enhancing the emotional dimension, which positively influences cognitive and behavioral changes. This approach proves valuable for counselors in educational settings, offering a strategic method to address toxic masculinity and promote student well-being. By incorporating techniques such as assertiveness training and modeling, counselors can effectively apply this method among high school students in patriarchal cultural contexts. Future research is

encouraged to explore its application across various cultural settings and educational levels, thereby broadening its relevance and optimizing its impact on a wide range of student-related issues.

5. Conclusion

The primary conclusion drawn from this study is that Rational Emotive Behavior Group Counseling has proven effective in reducing toxic masculinity within the patriarchal culture among high school adolescents. The dynamic changes observed during the treatment—employing assertiveness training and modeling techniques—successfully encouraged specific rational thinking patterns, thereby contributing to more adaptive problem-solving methods. Statistical analysis using the independent samples t-test revealed a significant difference between the experimental and control groups, with a significance level (Sig.) of 0.000, which is below the 5% threshold ($\alpha = 0.05$). Additionally, the calculated t-value of 8.387 exceeds the critical value of 3.383, thereby indicating a significant difference. Consequently, the working hypothesis, stating that “Rational Emotive Behavior Group Counseling reduces toxic masculinity within the patriarchal culture of high school students,” is accepted, while the null hypothesis is rejected. These findings offer an important contribution to our understanding of the effectiveness of Rational Emotive Behavior Group Counseling in addressing toxic masculinity at the high school level. Practically, this study suggests that Rational Emotive Behavior Group Counseling can be more widely adopted and implemented to reduce toxic masculinity and harmful patriarchal norms among adolescents, particularly in the context of Indonesia’s patriarchal culture.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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