



The Effectiveness of Cognitive Behavioral Counseling with Bibliocounseling Techniques to Improve the Respectful Mind of Junior High School Students

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ABSTRAK

Saat ini di bangku SMP masih banyak siswa yang menunjukkan perilaku yang menunjukkan rendahnya rasa hormat. Dalam meningkatkan jiwa hormat siswa SMP diperlukan teknik yang sesuai dalam konseling, salah satu teknik yang cocok adalah teknik bibliokonseling. Penelitian ini bertujuan untuk menguji efektivitas konseling kognitif behavioral dengan teknik bibliocounseling untuk meningkatkan pikiran hormat siswa SMP. Penelitian ini menggunakan jenis penelitian quasi eksperimen dengan desain nonequivalent control group design. Teknik pengambilan sampel pada penelitian ini menggunakan teknik simple random sampling. Teknik analisis data yang digunakan dalam penelitian ini melalui dua cara yaitu uji statistik ilcoxon nsel dan uji ilcoxon yang dilakukan dengan bantuan program SPSS for windows versi 25.00. Hasil perhitungan uji Wilcoxon sign rank test pada ilco 4.12 menunjukkan nilai Z yang diperoleh sebesar -2,524 dengan nilai p (Asymp. Sig. 2-tailed) sebesar 0,012 kurang dari batas kritis penelitian yaitu 0,05, hal ini berarti bahwa terdapat perbedaan antara hasil pretest dan posttest pada pikiran hormat siswa. Selanjutnya hasil perhitungan uji t berpasangan menunjukkan Sig. (2-tailed) nilai 0,000 ($p < 0,05$). Dapat disimpulkan bahwa terdapat perbedaan yang signifikan terhadap pikiran hormat siswa setelah diberikan perlakuan.

ABSTRACT

Nowadays in junior high school there are students who show behavior that indicates a low respectful mind. In improving respectful mind of junior high school students is needed suitable technique in counseling, bibliocounseling techniques is one of suitable technique. This study aims to test the effectiveness of cognitive behavioral counseling with bibliocounseling techniques to improve the respectful mind of junior high school students. This study used a type of quasi-experimental design research using nonequivalent control group design. The sampling technique in this study is using a simple random sampling technique. The data analysis technique used in this study is through two ways, namely nonparametric statistical test, and Wilcoxon test conducted with the help of the SPSS for windows program version 25.00. The calculation results of the Wilcoxon signed rank test in table 4.12 show a Z value obtained of -2.524 with a p value (Asymp. Sig. 2-tailed) of 0.012 which is less than the critical limit of the study which is 0.05, this means that there is a difference between the pretest and posttest results in the respectful mind of students. Furthermore the paired t-test calculation results show a Sig. (2-tailed) value of 0.000 ($p < 0.05$). It can be concluded that there is a significant difference in students' respectful minds after being given treatment.

1. INTRODUCTION

Individuals have their own uniqueness and peculiarities that make them different from others. Differences in individual characteristics can be seen from physical, cognitive and social differences (Aharony, 2014; Faqih & Jaradat, 2015). Previous study states that the differences that exist in each individual are unique individual characteristics, consisting of culture, religion, ethnicity, race, gender, sexual orientation, marital status, age and socioeconomic status (Karimah et al., 2023; Tanjung & Ashadi, 2019). Being aware of and respecting differences is a very important aspect of being able to interact with people

in diversity. Previous study said that one of the capitals to be able to live in diversity is to have a respectful mind (Lukman et al., 2021). Respectful mind is a thought that is able to accept differences, learn to live together with differences, and a thought that is able to respect other people or groups without prejudice.

Respectful mind is accepting the differences between individuals and groups of people, seeking to understand other people or groups and their diversity, and seeking to work effectively with them. Previous study stated respectful mind is the ability of individuals to appreciate differences between people, respect others without neglecting their own beliefs, accept others and diversity without degrading their values, have an open mind and desire to understand others in their own way (Stork et al., 2010). Other study add that respectful mind is not simply tolerance of the values and views of others, but engages in an empathetic perspective because it seeks to understand and respond to the motivations and values of others (Davis & Gardner, 2012). Respectful mind can tolerate incompatible views and gender inequality. Respectful mind has three components, namely (1) accepting and respecting others, (2) empathy, (3) cooperation. Individuals with a high respectful mind will be able to accept differences while looking for similarities between individuals and groups, and this ability is very instrumental in the process of social interaction and cooperation (Muslihati, 2013; Van Gils et al., 2018).

The characteristics of junior high school age adolescents are diverse, have different behavior patterns and all these differences are not easy things to accept. The presence of peers at school can also have a negative influence, including: (1) difficulty accepting someone who has nothing in common; (2) closed to other individuals who are not members; (3) arouse envy and suspicion in members who have nothing in common with them; (4) the emergence of competition between groups; (5) the emergence of conflicts or gaps between groups (Akanbi, 2018; Ituma, 2011). The many differences that exist among students can create various problems / conflicts that encourage an individual to have a low respectful mind. Conflict in individuals can be motivated by differences between individuals, cultural differences, differences in interests, and social change (Adams Ogirima & Onyiyeche Emilia, 2018; Ana et al., 2020).

The digital era like today, also affects the lives of teenagers. now they are spoiled with the ease and sophistication of technology in doing everything, but this can also harm them. Modern technology such as the internet, mobile phones, computers or gaming facilities, can affect two sides of adolescents, namely positive and negative (Herlina et al., 2022; Robandi et al., 2019). Unfortunately, technology is more likely to negatively affect the lives of teenagers than the positive side. It also affects social interaction among teenagers. The presence of various types of social media such as Facebook, Instagram, Twitter and others, when viewed from the negative side is very vulnerable to causing provocative issues (Alenezi, 2020; Kumar & Nanda, 2019). The tendency of students' interest in connecting with friends who have similarities such as fellow smart children, children who have certain similarities such as interests, religion, ethnicity, and others can also cause easy discrimination and hostility between groups which is the result of low respectful mind. Other consequences that arise from low respectful mind are hostility, mutual hatred, insulting each other, knocking each other down even worse by fights and brawls.

Based on the results of the need assessment in the form of FGD and interviews with several junior high school BK teachers in Singaraja city, it was found that respectful mind is a new term for them. After being given an understanding of respectful mind, it is known that in schools there are students who show behavior that indicates a low respectful mind. In schools, there are still many students who show rejection of other people or groups, refuse to interact with other groups that have different characteristics, hurt others verbally and non-verbally due to not being able to understand other people's feelings (empathize), and show difficulty working with other people or groups that have different characteristics (heterogeneous). They tend to choose groups of students who have similar characteristics (homogeneous) to work with. Based on the results of the FGD, junior high school students in Singaraja are also greatly influenced by today's digital era. These junior high school students as millennial generation teenagers, really need to be given a touch of guidance that not only develops cognitive aspects but also develops their affections, one of which is respectful mind.

Several studies related to respectful mind have been conducted before. The results of previous study stated that disciplined mind, synthesizing mind and creating mind show satisfactory levels, while respectful mind and ethical mind still need to be developed (Ismail, 2014). Other research states that psychological training programs are effective for improving Gardner's 5 future minds (Wuttisartkuli, 2015). Other research found that experiential learning methods are effective for increasing respectful mind (Pangestie & Sendayu, 2016). There is also research investigates the 'five mind' implications of gardner in education, using a varie'y of available print and electronic sources (Brault Foisy et al., 2020). The findings suggest the development of a "five mind" is necessary for the success of individuals, communities, and organizations. Educational organizations can have an important role in the development of the mind through changes in educational goals, content, and methods. Education has a great challenge in an effort to improve the respectful mind. As stated by previous study the challenge of education to improve respectful

mind is to help students to consider other people's perspectives from their own perspectives (Davis & Gardner, 2012).

There are several factors that can encourage respectful mind including vertical support, horizontal support, internal support, booster shots and wake up calls. Vertical support is support from influential adults (mentors) such as parents and teachers. Respectful minds can be formed from a mix of practices and perspectives they gain from various mentors in their lives (Adams Ogirima & Onyiyeche Emilia, 2018; Hasanah, 2020). Horizontal support is peer support that can influence views and beliefs towards respectful minds. Internal support is encouragement from within individuals who demonstrate a keen ability to recognize beliefs, values, motivations and strengths. Booster shots are opportunities for individuals to develop respectful minds through discussions and other activities using reading books, films or attending workshops to foster new beliefs, values and principles that underlie commitment to the respectful mind (Martínez-Santos et al., 2017; Soki et al., 2019). Wake up calls are the ability of a person to identify aspects that he wants to improve or change in his life and realize that he has a role and potential to correct the wrong aspects of life, so that he can make more informed decisions related to respectful mind.

Based on the presentation of the urgency of increasing respectful mind in students, as well as the large role of counselors in efforts to increase respectful mind, researchers were encouraged to test the effectiveness of cognitive behavioral counseling with bibliocounseling techniques to improve the respectful mind of junior high school students. The aim of this study is to test the effectiveness of cognitive behavioral counseling with bibliocounseling techniques to improve the respectful mind of junior high school students.

2. METHOD

This study used a type of quasi-experimental design research using nonequivalent control group design. In this study there were two groups, namely the first group as an experimental group, namely the group that was given treatment and the second group as a control group, namely the group that was not given treatment (Prayugo & Efendi, 2017). The experimental group was given a pre-test using a scale, then given treatment with a certain period of time and then given post-test measurements again to see whether or not there was an effect after being treated. While the control group was only given pretest and posttest without treatment to determine whether there was an influence from the treatment between the two groups.

Population is a generalized area consisting of objects / subjects that are determined based on certain qualities and characteristics by researchers to be studied and then drawn conclusions. The population in this study is grade VIII students of SMP Lab Undiksha Singaraja who have low respectful mind. Population withdrawal was done by measuring students' respectful minds using RMS. From this population, several students will be randomly selected to be used as research samples. The sampling technique in this study is using a simple random sampling technique, which is a sampling technique or random elements, where each element or member of the population has the same opportunity to be selected as a sample.

Data analysis techniques used in research through two ways, namely the main analysis to test the research hypothesis using nonparametric statistical tests, namely Two-Independent-Sample Test-Mann-Whitney you and analysis to determine changes in each group using the Wilcoxon test conducted with the help of the SPSS for windows program version 26.00. Nonparametric statistical analysis of Two-Independent-Sample Test-Mann-Whitney U aims to determine the difference in the average score of the experimental group and the control group after being given the intervention. The average difference between the two groups after the intervention shows the effectiveness of one of the intervention techniques used so that the research hypothesis can be answered. Then Wilcoxon's statistical analysis to determine the difference in average scores before and after the intervention in each group.

3. RESULT AND DISCUSSION

Result

Preliminary research data shows 8 students were selected based on pretest results that showed their respectful mind level was still low. The eight students are TC, CCL, AIP, AN, EF, SKD, AS and PAM. The pretest instrument uses a respectful mind scale that has been tested for validity and reliability. The pretest results of the eight students are presented in Table 1.

Table 1. Pretest Results of 8 Research Subject Students

| No. | Name | Score | Percentage | Category |
|-------------|------|-------------|------------|----------|
| 1 | TC | 84 | 47% | Medium |
| 2 | CCL | 86 | 48% | Medium |
| 3 | AIP | 77 | 43% | Low |
| 4 | AN | 79 | 44% | Low |
| 5 | EF | 85 | 47% | Medium |
| 6 | SKD | 84 | 47% | Medium |
| 7 | AS | 86 | 48% | Medium |
| 8 | PAM | 75 | 42% | Low |
| Σ | | 656 | | |
| Mean | | 82.0 | 46% | |

From on [Table 1](#), it can be described that the initial condition of students before being given treatment in the form of a cognitive behavioral counselling model with 512ilcoxon512nseling techniques, has a mean of 82.0 and reaches a percentage of 46% which means the respectful mind category with a relatively low percentage. Students classified in the low category with a score of 77-79 totalled 3 people, students classified in the medium category with a score of 84-86 totalled 5 people. Based on the consideration of the principle of confidentiality in the counselling process, a detailed explanation of student problems was not conveyed in this study. Furthermore, researchers conducted post-tests on eight students. Post-tests are carried out using the same instruments as during the pre-test, but with a randomized arrangement of statement items. The results of the eight students' post-test are presented in [Table 2](#).

Table 2. Posttest Results of 8 Students Subject to Research

| No. | Name | Score | % | Category |
|-------------|------|--------------|------------|----------|
| 1 | TC | 143 | 79% | High |
| 2 | CCL | 140 | 78% | High |
| 3 | AIP | 115 | 64% | Medium |
| 4 | AN | 135 | 75% | High |
| 5 | EF | 117 | 65% | Medium |
| 6 | SKD | 153 | 85% | High |
| 7 | AS | 155 | 86% | High |
| 8 | PAM | 117 | 65% | Medium |
| Σ | | 1075 | | |
| Mean | | 134.4 | 74% | |

Based on [Table 2](#), it can be seen the results of increasing students' respectful mind after applying the cognitive behavioral counseling model with bibliocounseling techniques measured by a respectful mind scale. From the table above, it is known that 8 students have experienced an increase in respectful mind. There were 5 students who entered the high category with a score of 135-155, while 3 students entered the medium category with a score of 115-117. After obtaining the pretest and posttest results, there is a comparison of students' respectful minds before (pretest) and after (posttest) after the application of the cognitive behavioral counseling model with bibliocounseling techniques is show in [Table 3](#), and [Figure 1](#).

Table 3. Difference between Posttest and Pretest Results of 8 Research Subject Students

| No. | Name | Pretest | | | Posttest | | | Increased | |
|-------------|------|-------------|------------|---------------|--------------|------------|---------------|-------------|------------|
| | | Score | % | Category | Score | % | Category | Gain Score | % |
| 1 | TC | 84 | 47% | Medium | 143 | 79% | High | 59 | 33% |
| 2 | CCL | 86 | 48% | Medium | 140 | 78% | High | 54 | 30% |
| 3 | AIP | 77 | 43% | Low | 115 | 64% | Medium | 38 | 21% |
| 4 | AN | 79 | 44% | Low | 135 | 75% | High | 56 | 31% |
| 5 | EF | 85 | 47% | Medium | 117 | 65% | Medium | 32 | 18% |
| 6 | SKD | 84 | 47% | Medium | 153 | 85% | High | 69 | 38% |
| 7 | AS | 86 | 48% | Medium | 155 | 86% | High | 69 | 38% |
| 8 | PAM | 75 | 42% | Low | 117 | 65% | Medium | 42 | 23% |
| Mean | | 82.0 | 46% | Medium | 134.4 | 74% | Medium | 52.4 | 29% |

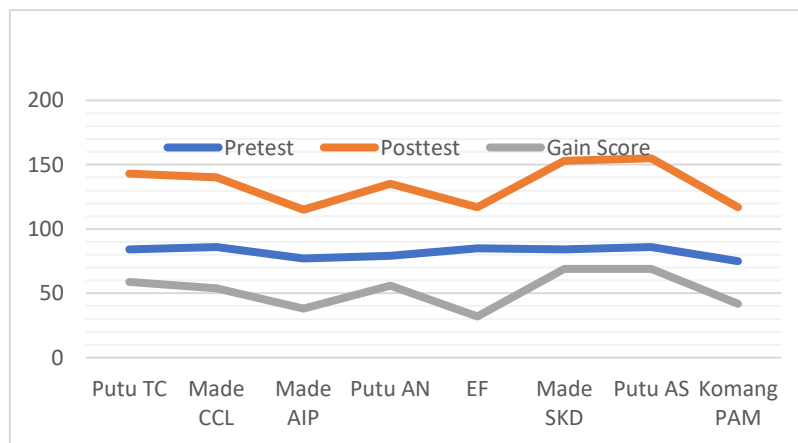


Figure 1. Comparison Graph of Student Respectful Mind Pretest, Posttest, and Gain Score

Data on the measurement of the difference between posttest and pretest are described in Table 3, and Figure 1 shows an increase in scores for each student. This condition shows that cognitive behavioral behavioral counseling model with bibliocounseling techniques can help students improve their respectful mind. After obtaining posttest and pretest results, then to determine the significance of student changes after being given treatment, a Wilcoxon test was carried out using the IBM SPSS Ver. 25 application. In this Wilcoxon test, the score used is the overall score of increasing students' respectful mind. Details of 513ilcoxon test results are presented in Table 4.

Table 4. Wilcoxon Test Results Respectful Mind Score

| Statistics | Posttest - Pretest |
|------------------------|--------------------|
| Z | -2.524 |
| Asymp. Sig. (2-tailed) | 0.012 |

The calculation results of the Wilcoxon signed rank test in Table 4 show the Z value obtained is - 2.524 with p value (Asymp. Sig. 2-tailed) of 0.012 which is less than the critical limit of the study which is 0.05. It can be concluded that there is a difference between pretest and posttest results in the respectful mind of students.

Furthermore, to see the significance of changes experienced by students from the results of treatment, a paired t-test was carried out using the IBM SPSS Ver. 25 application. This test is a follow-up test of the difference test through the Wilcoxon Test that has been carried out. The paired t-test calculation results show a Sig. (2-tailed) value of 0.000 ($p < 0.05$). It can be concluded that there is a significant difference in students' respectful minds after being given treatment.

Based on the respectful mind scale used in this study, there were 8 students who were identified as having low respectful mind. The intervention process for subjects who had been netted as group members was carried out for 2 months. Pretest is given at the beginning of the intervention to find out the respectful mind before the intervention, after the intervention is complete Posttest is given to find out the respectful mind of students after following the entire intervention process. The implementation of the Pretest and Posttest, using the same respectful mind scale, but to avoid the internal validity of the instrumentation, the researcher randomized the items at the time of the posttest. Tests conducted on 8 counsellors showed an increase in students' respectful mind scores. Wilcoxon's test results on pretest and post-test results showed a positive difference. The results of the paired-t test showed significant positive differences in student pre-test and post-test.

Discussion

The success factor of the cognitive behavioral counseling model with bibliocounseling techniques to improve students' respectful minds is influenced by the conditions during the counseling process and things that happen in students' lives. In the counseling process in this study, the atmosphere of the counseling process is very supportive of counseling changes because the counselor's relationship with counseling is very warm and motivating. In this study, caring therapeutic became very essential. A warm counseling situation, empathy and respect can overcome the fears, anxieties and doubts of group members. This supports the statement of previous study which says that a warm, supportive and respectful counselor-counselor relationship will be able to motivate counselors to achieve the desired change (Yuspita, 2021).

The creation of a good relationship (rapport) is a very important element in the counseling process. For the creation of rapport in this study, a game was conducted to build familiarity and trust between counselors and group members and between members of one another.

In addition to the atmosphere of the counseling process, the attitudes of the people around the counseling also greatly affect the positive changes of the counsellor. Previous study stated that factors that can encourage respectful mind behavior are support from influential adults such as parents and teachers (vertical support) and peer support (horizontal support) which can influence views and beliefs towards respectful mind (Alawamleh et al., 2022; Taheri-Kharameh et al., 2018). Parents have a very big role in the development of children's respectful minds. Other research found that respectful mind is very important to be developed early through multicultural research (Muawanah, 2018). Children with a high respectful mind will be able to understand their culture and the culture of others, and can even accept differences between individuals, including learning well together. As an educator, in school teachers have a very important role in efforts to develop students' respectful minds. This is in line with what was conveyed by other study that as an educator, a teacher is important to pay attention to paedagogic competence (Rusilowati & Wahyudi, 2020).

Researchers also see that the effectiveness of cognitive behavioral counseling models with bibliocounseling techniques to improve students' respectful minds is also related to the characteristics of counseling. Counselors and counsellors have an equally important role in the implementation of interventions. This is because cognitive behavioral counseling is essentially a collaborative project between counselors and counsellors (Astuti & Mufrihah, 2019; Thahir et al., 2018). The characteristics of counseling are one of the factors that influence the success of counseling and efforts to increase students' respectful mind. The characteristics of counseling that are in accordance with the cognitive behavioral counseling model are counsellors with high motivation to solve problems, willing to be open, and dare to express their opinions or statements. It is important that counsellors understand the processes that occur during the intervention so as to be able to apply the techniques they gain in everyday life, especially in improving respectful mind. This is in accordance with the statement state that in addition to vertical support and horizontal support, internal support that shows a sharp ability to recognize beliefs, values, motivations and strengths and weaknesses can encourage respectful mind behavior (Solé-Llussà et al., 2020).

Another finding that determined the success of this study was the strategy chosen. In this study, a bibliocounseling strategy was chosen, which is one of the cognitive behavioral counseling strategies. Strategies in cognitive behavioral counseling emphasize helping the counselor realize false judgments about himself and his or her surroundings by identifying errors, testing the truth of belief and replacing them with more precise concepts. This is in accordance with the opinion of previous study that in addition to vertical support, horizontal support, internal support, there are booster shots and wake up calls that also encourage the development of respectful mind behavior (Baek et al., 2017; Riyanton, 2015). Through bibliocounseling, students are given the opportunity to booster shots that increase respectful mind through activities using reading books to foster new beliefs, values, and principles that underlie commitment to respectful mind. In addition, through bibliocounseling, students can practice wake up calls, namely identifying aspects that want to be improved or changed in their lives and realize the potential they have to correct the wrong aspects, so as to be able to make more informed decisions related to respectful mind.

The implications of cognitive behavioral counseling with bibliocounseling techniques can include improving students' mental well-being. Students may experience an increase in respectful attitudes toward themselves and others, having a positive impact on the school environment. Apart from that, schools and educational institutions can consider integrating it into the counseling curriculum. This can be a useful additional strategy in increasing students' attitudes of respect and self-understanding. However, this research also has limitations. This study may have limitations in generalizing the results to a wider population. The effectiveness of these techniques may depend on certain contextual factors that cannot be fully accommodated in research.

4. CONCLUSION

Based on the results of research that has been conducted shows that cognitive behavioral counseling with bibliocounseling techniques is effective in improving the respectful mind of junior high school students. This is evidenced by the difference in the increase in pretest and posttest result scores in the experimental group. While in the pretest and posttest scores, the control group did not show significant improvement. This can prove that cognitive behavioral counseling with bibliocounseling techniques is effective for improving the respectful mind of junior high school students.

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