Effectiveness of Cognitive Behavioral Group Counseling to Increase Self–Confident of Vocational High School Students

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Abstract: Low student self-confident will affect to the his/her development process in school. The purpose of this study is to determine the effectiveness of cognitive behavioral group counseling to increase self-confident of vocational high school students. The research design is one group pre-test – post-test design. The population is student's X grade class at SMK Prshanti Nilayam Kuta. Determination of the sample using purposive sampling technique, in order to get 8 students as the sample. The data analysis using *t-test*. The results of this study showed that self-confident score was an increase after join in the group counseling activities. The results of hypothesis testing show that the value of *t* = 7,434 with a significance of 0.000 (<0.05) so that null hypothesis is rejected. These results indicate that group counseling with cognitive behavioral approach is effective to increase self-confident of vocational high school students.

Keywords: Guidance and Counseling, School Counselor, Students, School

Introduction

When students' self–confident is low, it means that they aren't understand and believe in themselves. It will be able to cause disruption in the development process. Psychologically, his/her cognitive development will be disrupted so that it can be problem in his/her learning outcomes at school. According to the results of Warman (2013) research to the students at SMAN 1 Bayang, Pesisir Selatan Regency, it's known that there is a significant relationship between self–confident and student learning outcomes. The results of this study explain that the students' self–confident are lower, the students learning outcomes are lower too. Besides of impact on learning outcomes, the students who have low self–confident tend to take deviant actions. According to the results of Fatchurahman and Pratikto (2012) research to students at Muhammadiyah Vocational School 2 Malang, it is known that there is a significant relationship between self–confident and juvenile delinquency, which is –0.254 with a significance level is 0.044. The results of this study explain that the students self–confident is lower, so the tendency of students to commit juvenile delinquency acts is higer. Some of the research results above, explain that low student confident affects the development process of students themselves. So that, students with low self–confident is very important to get attention about optimally of her/his development process.

Self–confident is a form of strong belief in the soul, understanding with the soul and the ability to control the soul (Uqshari, 2005). As a vocational high school student, understanding and believing in yourself is very important to do. Going through the learning process both theory and practice with confident, it will increase participation in learning proses. In addition, having a strong self–confident can also be the main asset for students when they work in a company later. Of course, in this case, students are expected to be able to know the quality of themselves and not easily depend on others to feel comfortable in school (Sugiarto, 2013). With this sense of self–confident, students' self–actualization process will be optimally, namely in their personal, social, learning and career. It will lead students to a success known as achievement.

In general, students who have a low self–confident level usually don't to invest, innovate and all things in the way are consider, so it feels pointless to try (Widyarini, 2009). Mastuti (2008) specifically say that characteristics of students who have low self–confident, namely: trying to show conformist attitudes, harboring fear/worry about rejection, difficulty accepting self–reality and looking down on own abilities, pessimism, fear of failure, tend to reject praise sincerely, always put/position himself as the last one, and have "external locus of control". It seems that the symptoms of low self–confident of studnets mentioned above almost occur in every school. This is based on the assumption that having self–confident is not easy for a student, given that the average student development process is still not stable.

The observations result to the students with X grade at SMK Prshanti Nilayam Kuta, it is known that there are some students who show attitudes such as feeling afraid of being blamed so they prefer to be silent, do not want to appear first, lack of innovation in practice and distrust attitudes of themselves other. In more depth, the process of interviewing with teachers also carried out regarding student confident. It is known that there are some students who show low self-confident in the learning process in the classroom such as a lack of innovation in presenting assignments in front of the class, pointing at each other when asked to come forward, and sometimes feeling resigned when submitting assignments. This shows that high school students, especially X grade class at SMK Prshanti Nilayam, are known that several students have a low self-confident.

Efforts to increase students' self-confident are highly dependent on their conscience (self-concept) which is influenced by a combination of characteristic beliefs, psychological, social, aspirations, achievements and emotional levels that accompany them (Surya, 2010). Basically, students' confident is formed from the existence of a student learning process how to respond to various stimuli from outside themselves through interaction with their environment (Surya, 2007). The elements of forming students' self-confident are psychological aspects and aspects of technical skills (Surya, 2010). Psychological aspects include self-control, current mood, physical image, social image and self-image. Then the technical skill aspect includes tactical, methodical and imaginative. Furthermore, Mahendra, et al (2017) formulated the dimensions of student self-confident, namely 1) Feeling relaxed, comfortable and safe at school, 2) Believing in yourself 3) Doing everything as well as possible and not setting goals that are too high. So that, increasing students self-confident is very important to get attention to the conditions mentioned above, so that later the handling process can run optimally.

Based on the results of the research and the phenomena above, it is known that some of students in vocational high school, especially at SMK Prshanti Nilayam, need to get treatment to increase their self-confident. The possibility that what will happen when the problem of low student self-confident isn't handled, the student learning outcomes will decrease and the student deviant behavior are increases. Of course, it will cause the development process to be disrupted.

One of the efforts that can be use by the school, especially through school counselor is providing group counseling services to students who experience low self-confident. Several studies, show that a group counseling is effective to increase students' self-confident (Eryanti, 2020; Wulandari & Setiawati, 2019; Pandu, 2019; Fahmi & Slamet, 2016). The treatment was providing on aspects of cognition and behavior. In this study, researchers will combine aspects of cognition and behavior in increasing students' self-confident. One model of group counseling that combines cognitive and behavioral aspects namely group counseling cognitive behavioral.

Group counseling is a process of facilitating individuals in group situations which are intended to assist each group member in an effort to change their behavior effectively or make decisions independently and responsibly (Kemdikbud, 2016). In this study, group counseling was conducted using a cognitive behavioral approach. Siregar (2013) explains that cognitive behavioral counseling focuses on modified cognition that directly impacts behavior. In this case, when an individual changes his maladaptive thoughts, the individual has indirectly changed his over–action behavior (Beck in Naar & Steven, 2017). Lin (2002) explains that the goal of cognitive behavioral counseling is to change distorted cognition and dysfunctional behavior and to create conditions for new learning, assuming that distorted cognition and problematic behavior can be corrected.

Kendall (in Beaulleu & Sulkowski, 2015) explains that the cognitive behavioral approach model in the counseling process leads to individual cognition as a mediator of their emotions and forms of individual behavior in response to situations. In the principle, Flanagan & Flanagan (2015) explained that CB counseling: 1) focuses on the counselee's irrational and maladaptive thoughts, 2) provides support to the counselee when this is applied for the first time and develops abilities in their life 3) The counselee is directed to be more adaptive as well as thinking rationally and training internal communication as a strategy.

This CBT theory believes that the humans who have a thought pattern that is formed through the process of a series of Stimulus–Cognition–Response (SKR), where the cognitive process is a determining factor in explaining how humans think, feel and act (Oemarjoedi, 2003; Apriliana, 2019). In this case, students will be directed to be able to think about their own beliefs, feel their quality, and act according to their abilities and potential. This process is what makes this CBT approach in group counseling more applicable to be applied to increase student confident. Starting from managing thoughts to externalizing behavior in the form of increasing student self–confident can be done.

The purpose of this study was to determine effectiveness of the CBT approach on group counseling to increase self–confident of vocational high school students. The results of this study are expected to provide benefits to school counselor, especially in facilitating increased student confident in vocational high schools.

Method

This study used a one group pre–test–post–test design. Dantes (2012) explains that this design is included in the pre–experimental design in which there is no comparison group and randomization. The procedure of this research design is 1) conducting a pre–test, 2) providing treatment 3) conducting a post–test (Dantes, 2017). The population in this study were students

in X grade class at SMK Prshanti Nilayam Kuta. The sampling technique used was purposive sampling, where the sample was determined referring to the characteristics of students who have low self-confident. Through observations and interviews with teachers, it was found that 8 students had low self-confident. Therefore, the number of samples in this study were 8 students.

The instrument used to measure student self-confident was a self-confident questionnaire by Mahendra, et al. (2017). This instrument uses a likert scale, which is very suitable (SS), suitable (S), not suitable (KS), not suitable (TS), very unsuitable (STS). The results of the validity test are known from 38 statement items, 30 are declared valid and 8 are declared invalid. Furthermore, the results of the reliability test on the statement items found that the average was in the very high category.

To determine the level of student self-confident, the scores from the questionnaire results were classified into five qualifications, namely very high, high, medium, low and very poor. Each qualification has a range of data, which is determined using the Koyan formula (2012) so that the criteria for student confident are known according to table 1 below:

Table 1 Criteria of Students Self-Confident

Score Range	Qualification
120 — 150	Very High
100 — 120	High
80 — 100	Medium
60 — 80	Low
30 — 60	Very Low

The step of implementing cognitive behavioral group counseling refers to the concept by Natawidjaja (2009) as follows:

1. First Step
2. In this step, a group of counseling is formed and the first meeting of the entire counseling process. The high acceptance of students to take part in the counseling stape is a very important to concern. In this step, an assessment of the counselee is also very necessary. In this case, the assessment refers to the student's self-confident score from the result of low pre-test. Of course, the focus of the problem is regarding the low self-confident of students.
3. Implementation Step

The essence of this counseling process is at the implementation step. This group counseling using behavioral rehearsals technique. The counselee is given insights and tips for increasing self–confident and then they are practice in the group. In each practice, input from other group participant is needed. Of course this is same like CBT theory namely Stimulus–Cognition–Response (SCR).

4.   Final Step

The final step of the CBT counseling process is how to evaluate the efforts to increase self–confident that have been practiced. The final assessment is also carried out to determine the final result of the implementation of this CBT counseling. Follow–up is also important to do to determine the extent of the success of the CBT group counseling process in increasing student confident.

The technique of data analysis in this study used descriptive quantitative. In this case, the research data in the form of quantitative are described in detail to determine the meaning of the research data. Testing the hypothesis in this study using Parametric Statistics, namely *t–test* with IBM SPSS Amos 24 application.

Results and Discussion

Results

Total of 8 students join in this group counseling to increase self–confident themselves. The result of data pre–test and post–test self–confident showed in table 2:

Table 2 Data of Pre–Test dan Post–Test Students Self–Confident

No	Name	Skor & Kategori				N–gain
		Pre–Test		Post–Test		score
1	YK	122	Very High	132	Very High	18.18
2	SB	105	High	122	Very High	20.00
3	BAW	103	High	118	High	13.51
4	WW	90	Medium	104	High	17.86
5	AA	86	Medium	107	High	18.87
6	PO	107	High	115	High	10.26
7	PMA	102	High	120	Very High	30.23

8	CAW	84	Medium	109	High	32.79
Tot.	N = 8	799		927		161.70
	Mean	99.875		115.875		20.21

Based on table 2 above, it is known that 8 students who join in pre-test, it was found that 1 student with very high self-confident, 4 students with high self-confident and 3 students with medium self-confident. Their total score was 799 with an average of 99,875. So that, it is known that the average pre-test score for their confident is in the medium category.

Furthermore, for the post-test data it is known that 8 students who participated, it was found that 3 students with very high self-confident and 5 students with high self-confident. Their total score was 927 with an average of 115,875. So that, it is known that their average post-test self-confident score is in the high category.

In general, it can be seen that there was a change in score of students' self-confident where from the initial mean score of 99.875 increased to 115.875. In terms of category, there was also a change where in general the students' self-confident was medium, which was then changed to high after receiving cognitive behavioral group counseling. The graph of changes in the confident score of each student before and after receiving cognitive behavioral group counseling is in accordance with Figure 2 below.
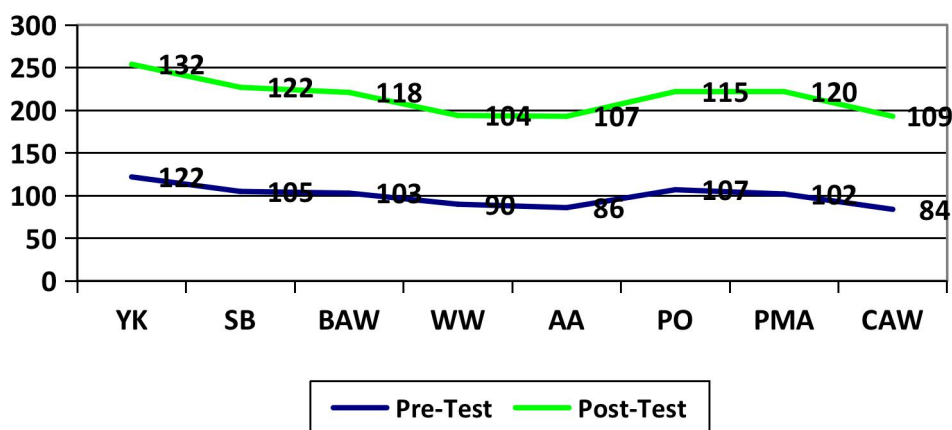
Cange in Score of Students' Self-Confident

Fig. 1 Score of Students Self-Confident before and after join in cognitive behavioral group Counseling

Figure 1 above explains that there is a change in score of self–confident on each student before and after receiving the cognitive behavioral group counseling service. In more detail, it can be explained as follows:

1. YK who initially got a confident score is 122, after receiving group counseling services with cognitive behavioral, increase in the score to 132. The increase in the score that occurred after being normalized was 18.18. But in terms of category, YK's self–confident is still in the very high category.

2. SB before getting the cognitive behavioral group counseling, her confident score was 105 in the high category. The SB's confident has increased to 122 which is in the very high category. The increase in the score of SB after being normalized is 20.

3. BAW's confident score before getting group counseling services with cognitive behavioral namely 102. Then the score increased to 118. The increase in this score after being normalized was 13.51, with the category still in the high category.

4. WW start on a confident score is 90 with the medium category. The SB's confident then increased to 104. The SB's confident score after normalized was 17.86 which is in the high category.

5. AA before getting the cognitive behavioral group counseling activity, his confident score was 86 in the medium category. The AA's confident has increased to 107 which is in the high category. The increase in the score of SB after being normalized was 18.87.

6. PO's confident score before getting group counseling services with cognitive behavioral were 107. Then the score increased to 115. The increase in this score after being normalized was 10.26. The increase in self–confident scores of PO is the lowest among other students. However, the category is still in the high category

7. PMA who initially got a confident score of 102 after receiving group counseling services with cognitive behavioral experienced an increase in their score to 120. The increase in scores that occurred after normalization was 30.23. But in terms of category, PMA's confident turned into a very high category.

8. CAW's self–confident score before getting group counseling service with cognitive behavioral was 84. Then the score increased to 109. The increase in this score after being normalized was 32.79. The CAW's self–confident scores increased the highest compared to other students. In addition, there was a change in the confident category of CAW from moderate to high.

Based on the data above, then the hypothesis testing is carried out. To answer the hypothesis of this study, data analysis was carried out using parametric statistical techniques,

namely t-test with IBM SPSS Amos 24 application. The research hypothesis to be tested is the null hypothesis with the following test results:

Table 3 Result of Testing Data with t-test

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confident Interval of the Difference	
					Lower	Upper
PDiri	7.434	7	.000	2021.25000	1378.2881	2664.2119

Based on the results of hypothesis testing using the t-test, it is known that the value of t = 7.434 with a significance 0.000 (<0.05). For that, it can be seen that null hypothesis is rejected. This shows that there is a significant effect before and after receiving cognitive behavioral group counseling services on student self-confident.

Discussion

This study is based on the low self-confident of vocational high school students with total of students is 8. After knowing that several students having low self-confident through observation and interviews with teacher, they filled out the self-confident questionnaire. The pre-test results show that 1 student with very high category, 4 students with high category, and 3 students with medium category. After knowing the level of students' self-confident, then 8 students followed the group counseling process to increase their self-confident. Although the data of observation and interview were not directly proportional to the questionnaire results, these 8 students still took part in the cognitive behavioral group counseling activities. This is done so that students who have high and very high self-confident scores continue to maintain their self-confident attitude and students who have self-confident scores are being maximized so that their self-confident is improved.

Eight students whose followed in the cognitive behavioral group counseling process, the first step they filled out a self-confident questionnaire (pre-test). Furthermore, the group counseling process was carried out using the CBT approach. This CBT group counseling starts from the initial stage where in this stage 8 students who are sampled gather and form group

positions. Then the initial communication is carried out as a form of initial acceptance and the first impression begins the counseling process. The students also introduced themselves to each other and make condition of group more communicative. After conveying the aims and objectives of conducting this group counseling, the next process goes to the implementation step.

In this implementation step, each student begins to share their own understanding of low self–confident and high self–confident. Each student also understands each other and understands his own condition. After understanding began to be built, one of the students was appointed to start applying the behavioral rehearsal technique. In this case, the selected students are CAW who are known to have the lowest level of self–confident among group members. CAW are directed to practice a confident style and are willing to accept positive and negative stimuli from group members. This effort continues then the confident training of CAW students in groups. Likewise, other students (AA, WW, PMA, PO, BAW, SB, YK) take turns applying the behavioral rehearsal technique. This activity lasts for 45 minutes. Considering that this activity is not sufficient to be carried out in one meeting, so this meeting was held 3 times. The process and stages of implementing the activities are the same as the previous meeting.

At the end of each activity, each student concluded their rehearsal experience. Each student provides input to the other students who have done the rehearsal. After that, each student conveyed messages and impressions of participating in this group counseling activity. The agreement for the next meeting was conveyed at the end of each group counseling activity.

At the third meeting, the group counseling implementation process remains the same, it's just that at the end of the activity students are given a self–confident questionnaire (post–test). This is done to determine the level of student confident development after receiving group counseling services. From the results of the post–test implementation, it shows that 3 students are in the very high category and 5 students are in the high category.

From the test results on the self–confident questionnaire data using the parametric statistic, namely the t–test, it is known that the value of t = 7.434 with a significance of 0.000 (<0.05). The results of this test indicate that null hypothesis is rejected, so that there is a significant effect before and after receiving cognitive behavioral group counseling services on student self–confident. When viewed from the mean score of student confident, it is known that the mean initial self–confident score of 99,875 increases to 115,875. Therefore, it can be seen that cognitive behavioral group counseling is effective in increasing the confident of vocational high school students.

Eight students who success on participating in cognitive behavioral counseling group, having monitoring a week after the counseling activity, were able to show his/her confident. Information from teacher that eight students were able to show a confident attitude such as

being responsible to themselves, willing to appear first, like to innovate when practical learning. More specifically in the learning process, it has been able to show good presentation of assignments in front of the class and appear as it is with enthusiasm. Therefore, this cognitive behavioral group counseling activity is a recommendation for school counselor in dealing with student confident.

Based on the results of the discussion above, it can be known that there was a change in students' self-confident scores before and after the implementation of the cognitive behavioral group counseling activities. Furthermore, after the test was carried out using the t-test, it was found that group counseling had an influence on students' self-confident before and after receiving services. When viewed from the mean score of student self-confident, it is known that the mean initial self-confident score of 99,875 increases to 115,875. The data showed that, cognitive behavioral group counseling having contribution to increasing self-confident of students who success in this activity.

Conclusion

Self-confident is very important to students. Thought cognitive behavioral group counseling, students' self-confident can be handling in school by school counselor. In this study, 8 students who having low self-confident, followed this group counseling. The first step, students that join in this group counseling must complete test of self-confident questionnaire (pre-test). After that, they will be join step by step activity of cognitive behavioral group counseling. This activity doing during 3 meeting. In final meeting, they are complete test of self-confident questionnaire (post-test) in the end of session. The result of hypothesis test showed that there was effect to students self-confident before and after group counseling activity. When viewed on mean score pre-test and post-test, it is increasing. So that, cognitive behavioral group counseling effective to increase students self-confident.

Through this opportunity, several suggestions were make it, namely to the next researchers that this research could be used as a scientific reference for the development of treatment in group counseling with a cognitive behavioral approach to the confident of vocational high school students. Then for guidance and counseling teachers, the treatment in this study can be used as a reference to increase student confident in vocational high schools.

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