The Effectiveness of Group Counseling Cognitive Restructuring Techniques to Increase the Self-confidence of Students

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ABSTRAK

Kurangnya keyakinan yang dimiliki siswa dalam menyelesaikan berbagai tugas yang diberikan oleh guru menunjukkan bahwa siswa memiliki tingkat kepercayaan diri yang rendah. Adapun tujuan dari penelitian ini yakni untuk mengetahui efektivitas dari konseling kelompok dengan teknik restrukturisasi kognitif terhadap kepercayaan diri siswa. Kajian penelitian ini merupakan penelitian kuantitatif dengan pendekatan Quasi experimental yang menggunakan desain Nonequivalent Control Group. Populasi berjumlah 314 dari dua kelas yang berbeda. Dari kedua kelas tersebut dipilih 10 siswa sebagai sampel, dimana subjek yang terpilih ini diidentifikasi memiliki kepercayaan diri yang rendah. Pre-test dan post-test digunakan untuk mengetahui perbedaan nilai yang ditunjukkan oleh kelas kontrol dan kelas eksperimen. Data dikumpulkan melalui wawancara dan kuesioner yang didistribusikan kepada siswa yang dilibatkan menjadi subjek penelitian. Kemudian, data dianalisis dengan desriptif kuantitatif dan deskriptif inferensial. Hasil menunjukkan perbedaan skor yang ditunjukkan antara kelompok kontrol dan eksperimen dimana pada kelas eksperimen, skor post-test sebesar 133,5 diperoleh oleh kelas eksperimen dan skor post-test besesar 112, diperoleh oleh kelas kontrol. Perbedaan nilai rata-rata post-test yang ditunjukkan ini mengindikasikan bahwa kelas yang mendapat perlakuan konseling kelompok restrukturisasi kognitif menunjukkan perubahan terhadap tingkah laku yang dibuktikan dari nilai post-test yang lebih besar dari kelas yang tidak menerima perlakuan konseling kelompok dengan teknik restrukturisasi kognitif. Hal ini mengindikasikan diterimanya Ha sehingga terdapatnya efektivitas yang dikontribusikan oleh konseling kelompok dengan teknik restrukturisasi kognitif dalam meningkatkan kepercayaan diri siswa.

ABSTRACT

Students' lack of confidence in completing various assignments given by the teacher shows that students need more self-confidence. This study aims to determine the effectiveness of group counseling with cognitive restructuring techniques on students' self-confidence. This quantitative research study uses a quasi-experimental approach using a Nonequivalent Control Group design. The population is 314 from two different classes. Ten students were selected as samples from the two classes, and the selected subjects were identified as having low self-confidence. The pre-test and post-test were used to determine the difference in scores shown by the control and experimental classes. Data was collected through interviews and questionnaires and distributed to students involved as research subjects. Then, the data were analyzed with quantitative descriptive and inferential descriptive. The results show the difference in scores between the control and experimental groups. In the experimental class, a post-test score of 133.5 was obtained by the experimental class, and the control class obtained a post-test score of 112. The difference in the mean post-test scores indicated that the class that received the cognitive restructuring group counseling treatment showed a change in behavior as evidenced by the post-test scores, which were higher than the class that did not receive the cognitive restructuring group counseling treatment. It indicates the acceptance of Ha so that there is effectiveness contributed by group counseling with cognitive restructuring techniques in increasing student self-confidence.

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1. INTRODUCTION

Confidence is defined as an attitude of trust that is owned by each individual in the abilities and capacities that he has so that it influences how he sees himself and is flexible in doing things (Amri, 2018; Khasanah, 2020; Prasetiawan & Alhadi, 2018). The confident character possessed by each individual can provide opportunities for individuals to solve a problem because it is based on belief in their abilities (Fransisca et al., 2020; Wardani et al., 2021). It also affects the learning outcomes of each individual. Someone who has higher confidence tends to have high learning motivation as well. It is because self-confidence is very closely related to a person's mentality, where a person's mental situation will have implications for the behavior and way of thinking of each individual (Amri, 2018; Kastanja & Watini, 2022; Sabarrudin et al., 2022). Five factors generally affect a person's self-confidence, including experience, parenting, environment, socio-economic, and physical appearance (body image) (Amalia, 2019; Rohmat & Lestari, 2019; Wibawati & Watini, 2022). There is a relationship between self-confidence and a person's belief in achieving the goals he wants. The teacher plays a crucial role in fostering this self-confidence (Fransisca et al., 2020; Hendriani & Gusteti, 2021). Teachers can create various creative and innovative strategies to provide opportunities for students to grow their self-confidence.

The reality shows that many students still have low self-confidence (Darusman, 2023; Pangestu et al., 2020). It is evidenced by the results of observations made at SMPN 7 Jember. The results of observations and interviews show that the low self-confidence that students still have is indicated by the students' assumptions about themselves. They think the answers they will express are incorrect, they have no courage to answer the teacher's questions, and they are afraid of being ridiculed by friends and teachers. Besides that, this lack of self-confidence was also identified from the results of distributing the questionnaires given to 10 classes from class 9A to class 9J. Of all the classes distributed by the questionnaire, six classes showed a low average score on self-confidence. The percentage shows that 60% of students show low self-confidence, and 40% have high self-confidence. This low self-confidence is shown by students' lack of confidence in their answers and the student's unwillingness to come to the front of the class and answer questions given by the teacher. If left continuously low self-confidence that students have will certainly impact decreasing student learning outcomes.

One effort that can be made to increase students' self-confidence is to provide group counseling. Group counseling is a counseling guidance service a counselor provides to a group of students by utilizing various existing group dynamics (Safithry & Anita, 2019; Zakiyah & Haryati, 2023). Group guidance services are generally carried out by discussing various materials or problems that are owned by a group of students with the aim that these students can solve the problems they are experiencing (Apriatama et al., 2022; Nisa & Muhid, 2022). Giving group counseling can be accompanied by the application of cognitive restructuring techniques. Cognitive restructuring is a counseling technique that focuses on a person's mind to identify behavior and change irrational behavior to be more rational, which is done gradually (Damayanti & Nurjannah, 2017; Jabbar et al., 2019). This technique will help students remove the negative thoughts within them (Aminullah et al., 2019; Ireel et al., 2018). Cognitive restructuring guidance is carried out by providing services to students with various personality barriers and therapy to students using approaches to overcome personality problems/obstacles within a certain time (Nurhaqy et al., 2021; Yusadri et al., 2020). Cognitive restructuring is based on rational reasoning, so it is easily accepted by students who lack self-confidence (Darusman, 2023; Pangestu et al., 2020). The relationship between self-confidence and counseling techniques lies in a negative, inefficient mindset and a mindset that is still abstract and not yet directed (Uma, 2020).

Several studies have previously revealed that cognitive reconstruction technology can reduce consumer anxiety, as indicated by changes in consumer behavior after being given individual counseling services (Rufaidah & Karneli, 2020). Further research revealed that cognitive restructuring techniques effectively increased high school students' self-confidence (Darusman, 2023). The results of other studies reveal that cognitive restructuring techniques can help correct wrong or distorted beliefs that result in adolescents thinking irrationally and replacing them with more rational ways of thinking (Riyanti, 2020). Based on some of the results of these studies, it can be said that cognitive restructuring techniques can significantly reduce students' anxiety and increase their self-confidence. In previous studies, no studies specifically discussed the effectiveness of group counseling cognitive restructuring techniques to increase junior high school students' self-confidence. So this research is focused on this study to explore and find out how the effectiveness of cognitive restructuring techniques is shown to increase the self-confidence of SMPN 7 Jember students.

2. METHOD

This quantitative research study uses a quasi-experimental approach using a Nonequivalent Control Group design. The population included in this study was selected using a purposive sampling technique, totaling 314 students in grades IX A to IX J of SMPN 7 Jember (Sugiyono (in Setia Ningsih Nainggolan, 2019). Of the population in this study, the sample selected came from class IX B. as the control class, and the experimental class came from class IX H. Both classes were represented by ten students in each class, where the selected subjects were identified as having low self-confidence. Considering that this research was experimental, the data was collected through pre-test results test and post-test, which were distributed to the research subjects so that the average difference in the results obtained by the control class and the experimental class would be known, which would later indicate the effectiveness of group counseling cognitive restructuring techniques. In addition, data was also collected through questionnaire instruments and interviews with students about their beliefs in the learning process. The collected data were analyzed using quantitative descriptive analysis techniques and inferential analysis, which included prerequisite tests, the normality test and homogeneity test, and the t-test or research hypothesis test. The research instrument can be seen in Table 1.

Table 1. Self-Confidence Instrument Table

Variable	Indicator	Sub Indicator	Favorable (+)	Unfavorable (-)
Percaya Diri	a. Have faith in your abilities	• a positive attitude about himself • be serious about what you are going to do	5,10,13,18,38	7,19,29,31,34
	b. Have an optimistic feeling	• always have a good view of yourself • always have a good view of hope • always take a good view of his abilities	1,3,6,33,35,37	2,12,14,36
	c. Have an objective attitude	• view the problem by the truth/reasonable	4,8,9,15	28,30,32
	d. Have a sense of responsibility	• is responsible for everything he does	16,17,20	11,25,27
	e. Rational and realistic	• thoughts that are accepted by reason and by reality	26	21,22,23,24

Scoring is done based on the nature of the item, on positive statements such as the answer strongly agrees (SS) scores 4, agrees (S) scores 3, disagrees (TS) scores 2, and strongly disagrees (STS) scores 1. Moreover, vice versa if the statement is negative with the answer strongly disagree (STS) score 4, disagree (TS) score 3, agree (S) score 2, strongly disagree (STS) score 1. Further planning for alternative answers can be seen in Table 2.

Table 2. Plans for Providing Alternative Answers

Question	Strongly Agree (SS)	Agree (S)	Disagree (TS)	Strongly Disagree (STS)
Favorable	4	3	2	1
Unfavorable	1	2	3	4

In testing the instrument's validity before it is disseminated to respondents, it is necessary to study the accuracy and suitability of the instrument items with the grid. The judges' test involved two counseling guidance lecturers. After the judges have assessed the items on the instrument, the next step is to enter them in the tabulation table using the content validity formula, as shown in Table 3.

Table 3. Judges Test Tabulation

Judge's Assessment		Second Judges	
		Less Relevant	Very Relevant
First Judges	Less Relevant	A (- -)	B (+ -)
	Relevant	C (- +)	D (+ +)

From the table above, the calculation is continued using the Gregory formula to analyze the data used, GSn, in a way normalized by using the score gain formula. Furthermore, the prerequisite test, which includes the normality test of data distribution and the homogeneity of variance test, will be analyzed with the help of the SPSS ver. 26 Windows. In the normality test, the data distribution uses the Shapiro-Wilk calculation and will be compared with a significance level of 0.05. If the score of Sig. (2-tailed) > 0.05, then the normal assumptions are met, and if the score of Sig. (2-tailed) < 0.05, the normal assumptions are not met. Likewise, with the decision-making criteria on the homogeneity test, if the probability score is > 0.05, then the variance is homogeneous. If the probability score < 0.05, then the variance is not homogeneous. After carrying out the prerequisite test, proceed to the hypothesis test and calculate the effect size, done manually using Cohen's formula.

3. RESULTS AND DISCUSSION

Result

Research on the effectiveness of group counseling cognitive restructuring techniques to increase junior high school students' self-confidence was carried out in several analyses, including: first, an analysis of the description of the result data. The distribution of questionnaires and the results of observations given to 10 classes from class 9A to class 9J showed that six classes showed a low average score on self-confidence. The percentage shows that 60% of students show low self-confidence, and 40% have high self-confidence. This low self-confidence is shown by students' lack of confidence in their answers and the student's unwillingness to come to the front of the class and answer questions given by the teacher. Besides that, several points were obtained on the sub-variables involved for the results shown in the data collection process through the interview process. The first sub-variable is self-confidence, in which students express that they will be more serious and responsible for all actions and words made and dare to express opinions on teacher instructions. The second sub is the optimistic variable, where the interview results show that students are honest about their abilities.

Furthermore, in the objective sub-variables, it is concluded that students will rebuke someone who imposes his personal opinion on others. Then, on the responsible sub-variable, the conclusion is that students can show guilt and apologize for their actions. The last is the rational and realistic sub-variable, concluding that students will solve problems with rational and realistic thinking. The questionnaire data on student self-confidence in the control and experimental classes is presented in Table 4.

Table 4. Table of Scores of Questionnaire Results in the Control Class

No.	Student's Name	Pre-test Score	Post-test Score
1	Aulia Febrianti	74	104
2	Aura Ainun Mahya	80	110
3	Flora RahmatikaNovembriani	62	103
4	Gieztya Aprilla Putri Wiansyah	58	111
5	Hovifa Oktavia	77	102
6	Ichwan Tri Junivan	80	135
7	Nila Rebeca Sujarwati	74	98
8	Riska Aminatul Maisyah	49	116
9	Silvia Hasanah	72	119
10	Waafi Wahyu Aprianto	82	123

Table 4 above shows the score obtained for the control class in the pre-test and post-test conducted. The data show differences in the scores in the pre-test and post-test, where the score obtained in the post-test is greater than in the pre-test results. Furthermore, the score obtained from the questionnaire results in the experimental class is presented in Table 5.

Table 5. Table of Scores on the Results of the Experimental Class Questionnaire

No.	Student's Name	Pretest Score	Posttest Score
1	Anastasya Maulidiya	80	118
2	Anindya Nova Arianty	57	134
3	Annafizah Ditas Agustin	76	125
4	Imroatul Hasanah	80	131
5	Muhammad Satrio Nur Hadi	62	146
6	Ocktavia Rulia Ramadani	76	121

No.	Student's Name	Pretest Score	Posttest Score
7	Octa Fella Lailatur Rohmah	76	137
8	Qistina Ecca Oktavia	73	136
9	Sofiatun Jana	79	143
10	Zidane Aziz Basyarahil	66	144

Table 5 shows the experimental class scores on the pre-test and post-test conducted. The data show differences in the scores in the pre-test and post-test, where the score obtained in the post-test is greater than the pre-test results. For example, the results obtained by Zidane showed a higher post-test score of 144 than the pre-test score of 66. The second analysis is the statistical analysis of self-confidence data from the questionnaire results. The statistical data generated in the control and experimental classes can be seen in Table 6.

Table 6. Statistical Description of the Results of the Questionnaire

Statistics	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Mean	72.5	133.5	70.8	112.1
Median	76	135	74	110.5
Modus	76	-	74	-
Standard Deviation	8.1	9.7	10.9	11.4
Variance	64.9	94.5	119.1	129.0
Reach	23	28	33	37
Minimum Score	57	118	49	98
Maximum Score	80	146	82	135

Table 6 above shows a statistical description of the results of the questionnaires distributed. It can be seen from the table the average shown in the pre-test and post-test in the experimental class, where the post-test score was 133.5 and was greater than the pre-test score, which showed a score of 72.5. Meanwhile, the average shown in the pre-test and post-test in the control class is different, where the post-test score is 112.1 and is greater than the pre-test score, which shows 82. Overall, there are significant differences, shown in the average post-test gain in the control class and the experimental class, where the control class showed an average of 112.1 and the experimental class showed an increase in score of 133.5. These results indicate a significant difference in the descriptive average scores of the students between the two classes involved. The third analysis is the inferential analysis, which tests the normality of data distribution and the homogeneity of variance. The normality test results are shown in Table 7 using the Shapiro-Wilk statistics.

Table 7. Normality Test Results

	Kolmogorov-Smirnov				Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Ngain_**Percent**	Experiment	0.208	10	0.200	0.940	10	0.555
	Control	0.154	10	0.200	0.954	10	0.711

Table 7 above shows the normality test using SPSS version 26, where it can be seen that the score shown in the N-gain for the experimental class is 0.555, where this score is greater than the significance level of 0.05, while the score is 0.711 shown in the control class, where the score this is also greater than the significance level of 0.05. In response to these results, decisions were made based on the data obtained, that all data in this study had a normal distribution. Furthermore, using Levene's Test for Equality of Variances using SPSS ver 26 Windows, the results of the variance homogeneity test are shown in Table 8.

Table 8. Homogeneity Test Results

	Levene's Test for Equality of Variances		Sig.
	F		
Ngain_**Persen**	Equal variances assumed	0.157	0.697
	Equal variances are not assumed		

Table 8 above shows the Sig. Amounting to 0.697, when compared with a significance level of 0.05, the results show that the score of Sig. Greater than 0.05. The results of this calculation indicate the homogeneity of the N-gain score variant. It can be seen from obtaining the Sig to determine which data is homogeneous. Score, where if the Sig. Shows greater than 0.05, the data is homogeneous. Vice versa. The inhomogeneity of data is determined if the significance level of 0.05 is greater than the Sig score. Referring to the acquisition or results of the prerequisite test, which reveals that the data is normally distributed and homogeneous, the researcher can continue the analysis by testing the hypothesis using t-independent. Data from the calculation of the independent sample t-test data can be seen in Table 9.

Table 9 above shows the Sig. (2-tailed) that is 0.001. responding to the score obtained, it can be seen that the score is smaller than the 0.05 significance level, 0.001 <0.05. Referring to this acquisition, by the applicable decision-making, the acquisition indicates the receipt of Ha. Thus, the conclusion from these results is that there is effectiveness contributed by group counseling with cognitive restructuring techniques in increasing student self-confidence. Then, effect size calculations are needed to calculate the effect size to test the effectiveness of group counseling cognitive restructuring techniques. Before calculating the effect size, a statistical description is presented in Table 10.

Table 9. Data Calculation Results for the Independent Sample T-test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ngain Percent	Equal variances assumed	0.157	0.697	3.994	18	0.001	25.51320	6.38770	12.09314	38.93327
	Equal variances are not assumed.			3.994	17.888	0.001	25.51320	6.38770	12.08714	38.93927

Table 10. Statistical Descriptive Results

Descriptives				
Class		Mean	Statistic	Std. Error
Ngain_Percent	Experiment		76.0060	4.33479
		95% Confidence The interval for Mean Lower Bound	66.2000	
		Upper Bound	85.8120	
		5% Trimmed Mean	76.3338	
		Median	80.0050	
		Variance	187.904	
	Control	Std. Deviation	13.70780	
		Minimum	52.78	
		Maximum	93.33	
		Range	40.56	
		Interquartile range	25.27	
		Skewness	-0.470	0.687
		Kurtosis	-0.967	1.334
		Mean	50.4928	4.69173
		95% Confidence	39.8794	

Descriptives			Statistic	Std. Error
Class		**Mean**		
Ngain_Percent	**Experiment**		**76.0060**	**4.33479**
		The interval for Mean Lower Bound		
		Upper Bound	61.1063	
		5% Trimmed Mean	50.1499	
		Median	50.9693	
		Variance	220.124	
		Std. Deviation	14.83656	
		Minimum	30.77	
		Maximum	76.39	
		Range	45.62	
		Interquartile Range	23.15	
		Skewness	0.275	0.687
		Kurtosis	-0.869	1.334

After knowing the variance score from the statistical descriptive table above, equal to 187,904 in the experimental class and 220,124 with N1, 10, and N2, 10, the effect size calculation using the Cohen'D formulation produces a result of 1.8. The results in the form of numbers need to be interpreted and interpreted through the criteria table. After being compared to the table, the score shown in the results of the Cohen'D formulation is in the Strong interpretation, which means that the cognitive restructuring technique has Strong effectiveness.

Discussion

The research analysis results show that group counseling with a cognitive restructuring approach effectively increases students' self-confidence. It shows that the cognitive restructuring counseling approach can be used as alternative counseling that is applied by counseling teachers to help counselees or students to be more confident and able to develop their potential and achieve their goals by eliminating negative thoughts that are thought (Damayanti & Nurjannah, 2017; Jabbar et al., 2019). The more students listen to their negative thoughts. It will cause anxiety in students and impact their inability to make decisions. Cognitive restructuring group counseling is needed, allowing them to focus on changing their minds and convincing themselves (Aminullah et al., 2019; Ireel et al., 2018). Giving group counseling cognitive restructuring techniques aims to develop the ability to interact and socialize (Darusman, 2023; Pangestu et al., 2020). The counselee will provide opportunities for students assisted by the counselee to convey their thoughts, learn to think, and learn to replace distorted and negative thoughts with more positive and rational thoughts (Safithry & Anita, 2019; Zakiyah & Haryati, 2023). Positive thoughts or cognition will change the counselee's actions (Apriatama et al., 2022; Christie et al., 2019; Nisa & Muhid, 2022).

The implementation of group counseling guidance with cognitive restructuring techniques is carried out by providing positive stimuli to remove negative thoughts in students. Cognitive restructuring guidance is carried out by providing services to students with various personality barriers and therapy to students using approaches to overcome personality problems/obstacles within a certain period (Darusman, 2023; Ireel et al., 2018). Cognitive restructuring is based on rational reasoning, so it is easily accepted by students who lack self-confidence. The relationship between self-confidence and counseling techniques lies in a negative, inefficient mindset and a mindset that is still abstract and not yet directed (Uma, 2020). The method of increasing student self-confidence is one of the aspects that the counselor must master. It is because self-confidence is an attitude of trust that is owned by each individual in the abilities and capacities he has so that it influences how he sees himself and is free to do something (Amri, 2018; Khasanah, 2020; Prasetiawan & Alhadi, 2018). The confident character possessed by each individual can provide opportunities for individuals to solve a problem because it is based on belief in their abilities (Amalia, 2019; Rohmat & Lestari, 2019; Wibawati & Watini, 2022).

The results obtained in this study align with previous research results, which also revealed that the application of cognitive reconstruction technology could reduce consumer anxiety, as indicated by changes in consumer behavior after being given individual counseling services (Rufaidah & Karneli, 2020). Further research revealed that cognitive restructuring techniques effectively increased high school students' self-confidence (Darusman, 2023). The results of other studies reveal that cognitive restructuring techniques can help correct wrong or distorted beliefs that result in adolescents thinking irrationally and replacing them with more rational ways of thinking (Riyanti, 2020). So based on some of

the results of these studies, it can be said that cognitive restructuring techniques can significantly reduce students' anxiety and increase their self-confidence.

4. CONCLUSION

Based on the results and discussion in this study, group counseling is an effective cognitive restructuring technique for increasing student self-confidence. It is indicated by a significant difference in the average post-test gain in the control class and the experimental class, where the control class showed an average of 112.1 and the experimental class showed an increase in score of 133.5. The difference in the mean post-test scores indicated that the class that received the cognitive restructuring group counseling treatment showed a change in behavior as evidenced by the post-test scores, which were higher than the class that did not receive the cognitive restructuring group counseling treatment.

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