The Effectiveness of Cognitive Counseling with Cognitive Restructuring Techniques to Increase Students' Interest in Literacy

Ni Luh Peni Aprilia Ningsih[1*], Ni Ketut Suarni [2], I Ketut Dharsana[3] (iD)

[1,2,3] Psychology and Guidance Education, Ganesha University of Education, Singaraja, Indonesia

A B S T R A K

Kurangnya literasi siswa perlu diatasi untuk menciptakan narasumber yang aktif dan berpengetahuan sehingga diperlukan teknik konseling yang efektif. Menanggapi fenomena tersebut, penelitian ini bertujuan untuk mengetahui keefektifan Teori Konseling Kognitif dengan Teknik Restrukturisasi Kognitif untuk Meningkatkan Minat Literasi Siswa. Jenis penelitian quasi eksperimen adalah non-equivalent control group design dengan pretest and posttest control group design. Keterlibatan siswa kelas X yang berjumlah 39 orang sebagai kelas eksperimen dan 39 orang sebagai kelas kontrol dipilih sebagai sampel penelitian ini. Metode analisis data yang digunakan adalah uji-t dengan menggunakan program SPSS 20.0 Windows 10. Hasil analisis data t-hitung terbukti dari nilai t-hit sebesar 10,733 > 0,227 t-tabel. Sehingga Ho ditolak dan Ha diterima. Kesimpulan dari penelitian ini adalah konseling kognitif dengan teknik restrukturisasi kognitif efektif digunakan untuk meningkatkan minat literasi siswa SMA Negeri 2 Singaraja. Implikasi dari penelitian ini adalah pada perubahan kognitif siswa dan bagi konselor yang ingin menerapkan teknik baru yang efektif.

A B S T R A C T

The lack of students' literacy is required to be overcome in order to create well-informed and active human sources so it required an effective counselling technique. As a response of this current phenomenon, this research aimed at determining the effectiveness of Cognitive Counselling Theory with Cognitive Restructuring Techniques to Increase Students' Interest in Literacy. The type of quasi-experimental research is non-equivalent control group design with pre-test and post-test control group design. The involvement of students of class X, totalling 39 people as the experimental class and 39 as the control class were selected as the sample of this research. The data analysis method used is the t-test using the SPSS 20.0 Windows 10 program. The results of the t-count data analysis are evident from the t-hit value of 10,733 > 0,227 t-table. So that Ho is rejected and Ha is accepted. The conclusion of this investigation was cognitive counselling with cognitive restructuring techniques is effectively used to increase literacy interest in SMA Negeri 2 Singaraja students. The implication of this study is on the change of the students cognitive and for the counsellor who wants to implement a new effective technique.

1. INTRODUCTION

Interest in literacy is the interest shown by students towards comic books, newspapers and historical findings, technology, culture (Cahayani et al., 2022; Dharsana, 2021; Simbolon et al., 2022). Cultivating literacy interest in students has a significant impact in creating three important aspects that underlie each individual's knowledge, including attention, goals, and also the level of learning. These three aspects can later bridge students in achieving the learning objectives to be achieved. Students who have low literacy interest will tend to be individuals who do not dare to express their opinions and be passive. This needs to be anticipated by taking various preventive measures and increasing student literacy to build and create students who are proactive and courageous. One way is to utilize various reading media such as newspapers, story books, comics, and so on (Dharsana, 2021). With the increasing interest in

literacy possessed by students, it will have implications for their discipline and activeness in the learning process by making serious efforts to realize this.

Referring to the significance shown by literacy interest in student development, the teacher as a facilitator and mentor has a very large role in this regard. Teachers are required to be able to provide opportunities for students to grow and increase students' literacy interest through the creation and implementation of various creative and effective learning strategies and techniques. However, the concept described above is not in line with what is happening in the field. Based on the results of research observations of 39 students, researchers saw that 20 students showed symptoms such as students very rarely taking notes on material provided by the teacher, and students very rarely read books and these students very rarely take part in literacy activities at school. This shows that there is a lack of interest in literacy possessed by students and if left continuously it will be very detrimental to students.

Reflecting on the problems encountered by researchers, teachers have a very significant role to instill and increase students' interest in literacy, one of which is the counseling teacher. The provision of counseling services is an integral part of education so that the existence of counseling cannot be separated from education. The BK teacher as someone who is considered capable of hearing and being a solution to various student problems is responsible for creating preventive actions against low interest in literacy.

Owned by students, namely by applying an appropriate and efficient counseling technique. One of them is the cognitive counseling method using cognitive restructuring techniques (Wisman, 2020). This technique is a technique that is centered on one's cognitive or mind which includes a variety of mental activities such as analyzing, identifying, understanding, as well as predicting and solving problems (Dharsana, 2017; Espil & Houghton, 2018; Kim et al., 2012; Leahy & Rego, 2012). Basically this technique is very closely related to one's efforts to identify and change what bad and negative things one thinks about into rational and positive thoughts (Christie et al., 2019; Dieris-Hirche et al., 2020; Sa'adah et al., 2021). By giving students the opportunity to change the mindset they have, it will have a significant impact on the words and actions or actions they take so that they are able to form good habits that are useful for themselves (Mutmainah, 2020; Noviandari & Kawakib, 2016; Saputra, 2017).

This technique is in fact a technique that is often investigated by many researchers to determine the effectiveness that is raised. These researchers involved a variety of dependent variables to be tested using this cognitive restructuring technique. The majority of these studies prove that this cognitive restructuring counseling technique has an effective impact on reducing students' laziness, student anxiety, bad study habits, procrastination, and so on (Apsari, 2021; Ekennia et al., 2013; Hope et al., 2010; Marcello et al., 2009; Nurkia & Sulkifly, 2020; Rukmana & Lathifah, 2020; Saputra, 2017).

The phenomena encourage researchers to investigate the effectiveness that cognitive restructuring counseling contributes to the learning interest of class X students of SMAN 2 Singaraja. The urgency of this research is the low literacy interest of students and this restructuring counseling technique has never been applied in this school. Thus, the purpose of this study is to see the effectiveness shown by the cognitive restructuring counseling technique on the learning interest of class X students of SMAN 2 Singaraja.

2. METHOD

This study was a quantitative study using a non-equivalent control group quasi-experimental design. By applying this method, this research requires two groups that function as a control group and an experimental group (D. S. Ningrum, n.d). The subjects involved in this investigation were taken and selected through a selection technique called the random sampling method. This method provides a wide opportunity for all members of the population to be selected as samples because they will be selected randomly or randomly (Dantes, 2017). In this study, 39 students with low literacy interest were involved as a research sample, namely class X7 as the experimental class and X8 as the control class. Besides that, to obtain accurate and precise research data, the right instrument is needed, namely a literacy interest questionnaire or questionnaire. Meanwhile, the data collection procedure was carried out by giving a pre-test and post-test to the two classes involved, where 2 measurements were taken on the subject. The activity began with giving a questionnaire to the research sample (pre-test). However, after the pre-test, the control group was not given treatment in the form of classical counseling with cognitive restructuring techniques, but only the experimental group received this treatment. Then the results of the pre-test and post-test will later become a benchmark for the effectiveness of this counseling technique.

However, before the instrument is compiled, the researcher must first prepare the instrument grid to later use as a guideline for making a literacy interest questionnaire. The following is a questionnaire instrument grid presented in Table 1.

Table 1. Interest Questionnaire Instrument Grid Table Literacy

No	Variable	Aspect	Indicator	Items Favorable (+)	Unfavorable (-)	Amount
1	**Literacy Interest**	Enjoys Reading and Writing	Comic Books, Story Books, newspapers, Magazine	1, 3, 5, 7. 9	2, 4, 6, 8, 10	10
		Desire to Reach Goals-Cita	Motivation	11, 13, 15, 17,29	12, 14, 16, 18, 20	10
		Able to Develop Culture and History	Studying historical findings,	19, 21, 23,25,27	22, 24, 26, 28,30	10
	amount					30

Before the questionnaire instrument is distributed, the instrument must be tested for validity using the Gregory formula and the results state that 30 item statements are declared valid. Then, the reliability of the instrument was tested with the Alpha Cronbach formula. Furthermore, after the questionnaires were distributed, the data collected was then analyzed using descriptive quantitative techniques and descriptive inferential analysis which included prerequisite tests and t tests or t-tests with the help of SPSS.

3. RESULT AND DISCUSSION

Result

Data were obtained for 5 months, from August to August involving class x7 as the experimental class and class X 8 SMAN 2 Singaraja as the control class. In the experimental class, the treatment in the form of cognitive restructuring techniques was given 4 times, but the control class was not given cognitive restructuring counseling. The comparison of the results of the pre-test and post-test conducted in the experimental class is presented in Figure 1.
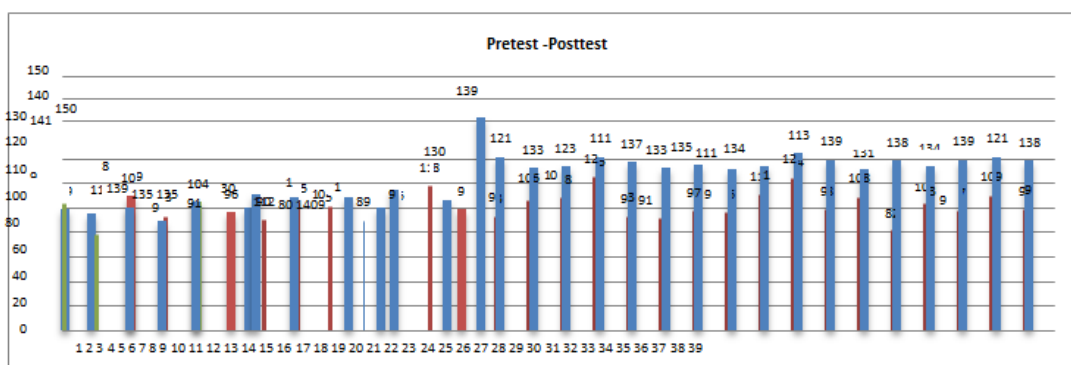

Figure 1. Graph of Comparison of Experimental Class Pre-test and Post-test Scores

Figure 1 shows that the experimental class experienced an increase from the beginning of giving the pretest to the posttest giving results like the graph where the experimental class experienced an increase after being given treatment.

Based on Table 2 which contains the results of the data normality test using the one-sample Kolmogorov-Smirnov Test, it can be seen that the value of Sig. namely 0.455, which when compared with a significance level of 0.05, the value of Sig. it displays a gain greater than 0.05 or 0.455 > 0.05. These results are then interpreted so that it is decided that the data has a normal distribution. After carrying out the normality test, then proceed with the homogeneity test which is intended to see whether the research data is homogeneous or not. Table 3 shows the results of the homogeneity test.

Table 2. Results of Data Distribution Normality Test

Statistics		Unstandardized Residual
N		78
Std. Deviation		14.148
Most Extreme Differences	Absolute	0.152
	Positive	0.075
	Negative	-0.152
Kolmogorov-Smirnov Z		1.341
Asymp. Sig. (2-tailed)		0.455

Table 3. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
2.601	20	39	0.141

Based on Table 3, can be observed the value shown in Sig. namely 0.141, where this value is greater than the significance level of 0.05 or 0.141 > 0.05. Decision making in this test is seen from the value that is over or above the significance level. Referring to the test results above, the conclusion that can be drawn is that the data in this study are homogeneous. To test the hypothesis proposed in this study, the t test was carried out. The results of the tests assisted by the SPSS software are presented in Table 4.

Table 4. Paired Sample T-Test Results

Pair	Paired Differences					T	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest– Post test	-21.846	23.258	3.724	-29.385	-14.307	-5.866	38	0.000

It can be seen from the Table 4 the value shown in Sig. 0.000 so that this result is smaller than the significance level of 0.005 or $p < \alpha = 0.000 < 0.05$. Referring to these results and in accordance with the decision making of meaning, it is stated that hypothesis H1 is accepted and there is rejection of the null hypothesis or H0 so that the conclusion of this test is that cognitive restructuring counseling contributes significantly to increasing interest in literacy with a high-quality effectiveness.

The effect size calculation was carried out based on the results of the t-test which had a value of 10,733 and the values of N1 and N3 each had a value of 39 so that a score of 2.36 was obtained which was indicated by the effect size. The results of this calculation must then be interpreted with the aim of knowing the criteria for the results obtained by comparing the results with the criteria table. The test results show that the effect size is in a strong interpretation.

Referring to the results of the effect size with Jaacob Cohen's calculations, to determine whether the hypothesis is accepted or rejected, it is necessary to compare it with a significance level of 0.05 where a larger value is found indicated by the effect size value, namely 2.36 > 0.05. Based on these results, it indicates rejection of Ho and acceptance of Ha, so that the conclusion that can be drawn is the effectiveness of cognitive counseling theory with strong cognitive restructuring techniques so that it can increase students' interest in literacy at SMA Negeri 2 Singaraja.

Discussion

This research was studied based on real phenomena that occurred in the field which mentioned the low interest in literacy shown by students. This lack of interest in literacy can be seen from the low interest of students in books or reading media, the inability of students to express opinions, and the tendency of students not to be proactive and to be very passive students. In reviewing this, BK or school teachers are required to facilitate students with alternatives or techniques that are able to grow and increase their interest in literacy, which can be done by implementing Counseling with cognitive restructuring techniques. Basically this technique focuses all the focus on mindset and mental activity where students are able to identify, understand, solve problems, and predict so that there will be a change that is carried out slowly by removing negative thoughts and replacing them with something rational so

that it will have implications for what he says and does (Ningrum, 2018; Rodrigo Garcia Motta et al., 2001; Ellis, 2018; Saputra, 2017).

This study obtained results showing the value of Sig. smaller than the 0.005 significance level so that the alternative hypothesis proposed is accepted, namely the effectiveness of cognitive counseling theory with cognitive restructuring techniques so that it can increase students' interest in literacy at SMA Negeri 2 Singaraja and show a strong level of effectiveness. The results of this study have similar results with previous research studies. The effectiveness shown by the cognitive restructuring technique was researched by Saputra (2017) and Heriansyah (2019) who found that there was a significant influence that the cognitive restructuring technique contributed to reducing academic procrastination. This research is also supported by the results shown by Rosenberg, H. J., Jankowski, M. K, Fortuna, L. R., Rosenberg, S. D., & Mueser (2011) which shows the effectiveness of cognitive restructuring techniques that can reduce students' trauma levels. In line with this, other studies have also identified the significant influence that Cognitive restructuring counseling techniques have on student motivation (Master & Uma, 2020; Siswanto, 2021; M Mutmainah, 2020). Besides that, these results are also in line with research that focuses on the implementation of cognitive restructuring techniques to increase student self-confidence, where it is found that this technique is effectively used to increase student self-confidence (Rukmana et al., 2020; Rukmana et al., 2020); Amilin & Lukitaningsih, 2014; Noviandari & Kawakib, 2016; Arfian Fatchul Hardiyanto & Maghfirotul Lathifah, 2020).

Based on this, it can be said that counseling with the Cognitive restructuring technique has a great impact on the development of students' interest in literacy. Not only that, the implications given also focus on other dependent variables such as social anxiety, academic delays, self-confidence, trauma, and so on. This change that occurs can be achieved by changing the mindset or cognitive of students which is carried out slowly by replacing or changing negative thought patterns into good and rational thoughts so that it will have a big impact on changes in actions and words.Kebaruan Penelitian

This research was conducted based on the effectiveness shown by cognitive restructuring techniques when implemented as counseling techniques. Many studies have made this technique the focus of research or an independent variable that affects various kinds of dependent variables such as self-confidence, learning motivation, interest in learning, delaying actions and so on. From all of this research, research that focuses on counseling with Cognitive Restructuring techniques has never been implemented in SMA Negeri 2 Singaraja considering the low literacy interest of students at SMA N 2 Singaraja, especially class X. Thus, this research investigation really needs to be done to overcome problem and can be used as a solution for children who have low interest in literacy.

This study has implications for teachers or counselors in schools. By reading and knowing this technique, counselors can understand and apply this technique to guidance given to students so that it can influence and provide opportunities for students to change their mindset and increase their interest in literacy. Besides that, this research also has implications for the students themselves considering that students will carry out the process and receive guidance services using cognitive restructuring techniques. With the application of this technique, students will have cognitive and rational and positive thoughts so that it will greatly affect their thinking skills and problem-solving abilities so that learning objectives can be achieved.

4. CONCLUSION

Referring to the analysis that has been described above, the conclusions that can be drawn from this study are based on the acquisition of pre-test and post-test scores from both groups and hypothesis testing (t-test) carried out, where the value of Sig. smaller than the significance level. Referring to these results and in accordance with the decision making of meaning, it is stated that hypothesis H1 is accepted and there is rejection of the null hypothesis or H0 so that the conclusion of this test is that cognitive restructuring counseling contributes significantly to increasing interest in literacy with a high quality effectiveness. Acceptance of this hypothesis indicates that this cognitive restructuring counseling technique can be applied directly in schools so that it can facilitate students to achieve learning goals by changing negative thoughts to become more rational and positive.

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