

Effectiveness of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques to Improve Student Learning Discipline and Motivation

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ABSTRAK

Banyaknya siswa yang tidak memiliki motivasi dan disiplin dalam proses belajar, diantaranya adalah para siswa tidak mau menyelesaikan tugasnya tepat waktu, suka menunda dan mengulur waktu, tidak mau mengerjakan tugasnya sampai tuntas, tidak focus dalam melaksanakan proses pembelajaran bahkan cenderung sangat malas. Penelitian ini bertujuan untuk menganalisis efektifitas konseling cognitive behavioral dengan teknik restrukturisasi kognitif untuk meningkatkan disiplin belajar dan motivasi belajar. Desain penelitian yang digunakan adalah pretest-posttestnonequivalent control group design. Populasi dalam penelitian ini adalah seluruh siswa kelas X yang berjumlah 286 siswa. Penentuan kelas sampel penelitian ini digunakan teknik random sampling (teknik undian), jumlah sampel yang diambil sebanyak 2 kelas. Metode pengumpulan data yang di gunakan oleh peneliti diantaranya kuesioner, Metode Observasi, Metode wawancara. Dalam penelitian ini uji normalitas di lakukan dengan uji normalitas Shapiro wilk dengan bantuan SPSS 23.0 for Windows. Uji hipotesis yang dilakukan dengan MANOVA adalah hasil uji multivariat pada Wilks' Lambda menginformasikan bahwa nilai F sebesar 2,963. Mengetahui efektifitas dari perlakuan yang diberikan maka digunakan rumus efektifitas size (ES), adapun hasil dari perhitungan efektifitas size (ES) sebesar 0,408. Apabila dilihat berdasarkan kriteria tingkat efektifitas pada uji effect size yaitu $0,2 < ES \leq 0,8$ dikategorikan efektifitas sedang atau cukup efektif. Sehingga dapat disimpulkan bahwa konseling kognitif dengan teknik restrukturisasi kognitif secara simultan cukup efektif dalam meningkatkan disiplin belajar dan motivasi belajar siswa.

ABSTRACT

Many students do not have motivation and discipline in the learning process, including students who do not want to complete their assignments on time, like to procrastinate and procrastinate, do not want to complete their assignments, do not focus on carrying out the learning process and even tend to be very lazy. This study aims to analyze the effectiveness of cognitive behavioral counseling with cognitive restructuring techniques to improve learning discipline and learning motivation. The research design used is a pretest-posttestnonequivalent control group design. The data collection methods used by the researcher include questionnaires, observation methods, and interview methods. In this study, the normality test was carried out with the Shapiro wilk normality test with the help of SPSS 23.0 for Windows. The hypothesis test conducted with MANOVA is the result of a multivariate test on Wilks' Lambda informing that the F value is 2.963. To determine the effectiveness of the treatment given, the size effectiveness (ES) formula is used, while the result of the calculation of size effectiveness (ES) is 0.408. When viewed based on the criteria for the level of effectiveness in the effect size test, which is $0.2 < ES \leq 0.8$ is categorized as moderate or quite effective. So it can be concluded that cognitive counseling with simultaneous cognitive restructuring techniques is quite effective in improving learning discipline and student learning motivation.

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1. INTRODUCTION

The level of learning discipline of each student will be different. Students who are accustomed to being disciplined in learning will use their time as well as possible at school and at home so that they will show their readiness in the learning process at school, while students who are not disciplined in learning show less readiness in learning (Khairinal et al., 2020; Purwaningsih & Herwin, 2020; Wulandari et al., 2021). The potential of students can be seen from the motivation to learn that they have. Having high motivation to learn is a determinant of the success of their learning outcomes. On the other hand, if you have low motivation, it can lead to a lack of effort in learning, which in the end can affect the learning outcomes obtained (Mudanta et al., 2020; Nurhasanah & Sobandi, 2016; Yuliya, 2019). The results of observations and observations carried out at SMK PGRI 5 Denpasar at the beginning of the 2023/2024 school year, found many students with symptoms of attitudes and behaviors that do not do assignments and homework, do not have complete notes, only study before exams, often cheat on friends' work, disturb friends while studying, make noise in class, often come late to school, students also do not have the desire and desire to succeed, seem to have no motivation and need to learn, and also hopes and ideals for the future. The results of interviews with subject teachers also stated that students do not have ideals that they want to achieve as a result of their learning process, in fact, not infrequently students would prefer to be punished for not doing assignments compared to having to do assignments. After interviewing the students, information was obtained on the students' attitudes towards the learning process they do at school. Some students stated that they were serious about following the learning process and also that they already had ideals that they wanted to achieve which they used as encouragement or motivation in the learning process, and some other students even stated that they did not care about the assignments given by the teacher, because in their minds even if they did not do the assignments, or follow the learning process well, they would still be able to pass. Seeing the client's problems related to discipline and learning motivation, the advantages and disadvantages of each theory and the researcher's ability to apply existing counseling theories, the researcher chose the cognitive behavioral counseling model of cognitive restructuring techniques to improve discipline and learning motivation.

Cognitive behavioral is an important therapeutic paradigm, as it has been repeatedly demonstrated to be an efficacious and effective intervention for a variety of human psychological problems (Prihandoko, 2023; Putra et al., 2023; Zulfikar Fadhlullah et al., 2022). Based on the explanation of the definition, Cognitive Behavioral Counseling is an effort to increase confidence in the ability to choose or predict an action and be able to direct oneself to achieve the results desired by the student (Haikal, 2022; Kapailu et al., 2021; Wardhani & Lestari Suharso, 2022). Meanwhile, cognitive restructuring is one of the techniques used in cognitive behavioral theory which focuses on modifying wrong thoughts (Nurkia & Sulkify, 2020; Riyanti, 2020; Susanti & Permatasari, 2020). Cognitive restructuring techniques are a process in which counselors help clients look for self-defeating thoughts and find rational alternatives so that adolescents can learn to deal with anxiety-provoking situations (Karekla et al., 2020; Krisnanda et al., 2022; Rezaeisharif et al., 2021).

Before the researcher conducted the research at SMK PGRI 5 Denpasar, the researcher had read and reviewed several relevant previous studies related to the first study conducted with the title of the effectiveness of group counseling using cognitive restructuring techniques to improve students' self-concept at SMK Negeri Singaraja (Ricky et al., 2023). From the results of the study above, it shows that before participating in group counseling services with the Cognitive Restructuring technique, it was 77.5 and after participating in group counseling services with the Cognitive Restructuring technique it became 110. From the results of the Wilcoxon test, the Z value obtained was -significant $0.027 > 0.05$, then H_0 was rejected, H_a was accepted, so it can be concluded that students' learning motivation increased after participating in group counseling services with the Cognitive Restructuring technique in class VII students at Mts Negeri 1 Lampung Tengah. The results of the study showed that group counseling with the CBT approach using the "Cognitive Restructuring" technique had an effect on increasing students' learning motivation (Adi et al., 2022). This is proven by the difference in the average score of the learning motivation scale. The difference in score can be seen from the data results between the Pretest and Posttest scores. The third study conducted found that there was a difference in the influence of the effectiveness of behavioral counseling with modeling techniques and positive reinforcement techniques to improve student learning discipline (Aini, 2022). In hypothesis one, the t count was 22.994, H_0 was rejected and H_a was accepted.

The results of this study are expected to have implications for (1) Guidance and counseling teachers in providing guidance and counseling services. The application of cognitive behavioral counseling using restructuring techniques to improve learning discipline and learning motivation in students is one alternative that can be used by guidance and counseling teachers (counselors) in solving student problems related to learning discipline and learning motivation, in order to stimulate counseling to be

more active and open in conveying and solving problems experienced. (2) planning and development of counseling models. This restructuring technique can be one alternative technique for guidance and counseling services that can be applied according to the problems and characteristics of the counselee in this case is student learning discipline and learning motivation. The tendency of counselees in obedience to follow lessons affects the development of students at school, in addition it is also supported by the existence of hopes and ideals for the future and a conducive learning environment, so that a student can learn well. and (3) guidance and counseling majors. Counseling models and techniques that have undergone a trial process through research or the results of researchers' development should be attempted to be applied by students in the Guidance and Counseling Department to provide provisions as prospective counselors to have deeper knowledge and experience regarding counseling models and techniques, so that when they later become educators or prospective counselors who are real, they can easily apply them in guidance and counseling services to improve guidance and counseling services at the institutions where they work.

The novelty of this study lies in the application of cognitive behavioral counseling with cognitive restructuring techniques in the context of improving students' discipline and learning motivation at SMK PGRI 5 Denpasar, especially for grade X students. This study is different from previous studies because it focuses on the combination of cognitive restructuring techniques with cognitive behavioral counseling approaches in a simultaneous effort to improve two important aspects, namely student discipline and learning motivation. In addition, this study identifies differences in students' attitudes towards the learning process and integrates the views of teachers and students regarding the challenges faced in discipline and learning motivation. Thus, this study not only enriches the literature in the field of educational counseling, but also offers relevant practical solutions for guidance and counseling teachers to improve the quality of learning through approaches that have been proven effective in more specific and actual conditions.

2. METHOD

The type of research used in this study is a quasi-experimental research design (quasi-experiment) because in this study the researcher conducted a treatment, the experimental method tries to examine whether or not there is a causal relationship. In an experimental implementation there must be a treatment, which is something that may be a cause, while the effect of this treatment is called the result (output) (Lastrini et al., 2020; Munawar et al., 2022; Setianingsih & Dharsana, 2019). The thing that causes it is called the independent variable while the effect is called the dependent variable. To find out the effect, a comparison is needed. This study was conducted with the aim of seeing the effectiveness of cognitive behavioral counseling Restructuring Technique to improve discipline and learning motivation in class X students of SMK PGRI 5 Denpasar.

The research design used is a pretest-posttest nonequivalent control group design, in quasi-research "intact groups" such as classes are often used so that randomization cannot be carried out (Abraham & Supriyati, 2022; Musafiri, 2022; Setiawan & Musaffak, 2021). There are two or more groups observed, each group has different characteristics so that the treatment given is different. Measurements are carried out twice, namely pre-test and post-test. Many designs that are arranged according to the experimental design model are considered by many people to not yet have the characteristics of a real design, because the variables that must be controlled or manipulated cannot be controlled or cannot be manipulated, so that the validity of the research is not sufficient to be called a real experiment, so this research design is included in the quasi-experimental design. The design design used in the study is presented in Table 1.

Table 1. The Research Design

Group	Pre Test	Treatment	Post Test
Experiment	Y1 Y2	X	Y3 Y4
Control	Y5 Y6	-	Y7 Y8

The determination of the experimental class as a sample of this study used random sampling technique (lottery technique) the number of samples taken was 2 classes. Consisting of 1 experimental class and 1 control class. Based on the lottery results, the experimental class was obtained as presented in Table 2.

Table 2. The Samples on Each Behavior

No	Class	Group	Treatment	Dependent variable measured	Amount Student
1	X KL 2	Experiment	Cognitive behavioral therapy (CBT) counseling Restructuring Technique	Learning Discipline and Learning Motivation	34 students
2	X KL 1	Control	No treatment given	Learning Discipline and Learning Motivation	34 students
Number of students sampled					68 students

The data collection methods used by researchers include questionnaires, this questionnaire is provided for each statement item with five alternative answers classified according to "likert", namely very appropriate (SS), Appropriate (S), Less Appropriate (KS), Not Appropriate (TS), Very Not Appropriate (STS). In terms of assessment, considering that there are positive and negative statement items. The second is the observation method where in learning activities, researchers observe learning activities, behavior, and attitudes of students who show students' self-confidence in learning. In addition to using the observation framework as shown in the table, observations are also carried out by recording immediately (on the spot) the results of observations to eliminate things that are not real. Immediate recording (on the spot) also overcomes forgetfulness of data that may occur from what is observed. A good instrument is an instrument that meets the minimum requirements of validity and reliability (Adlini et al., 2022; Ardiansyah et al., 2023; Syahrizal & Jailani, 2023). Before the instrument is suitable for use in collecting data, the research instrument needs to be tested for validity. In its application, this instrument requires validity and reliability tests. In the content validity test, expert judges are needed to assess the feasibility of the instrument.

3. RESULTS AND DISCUSSION

Result

The data obtained became the basis for researchers to provide cognitive behavioral counseling services with restructuring techniques to the treatment class, where the experimental class was given treatment to improve learning discipline and learning motivation with restructuring technique counseling services. Based on the 7 treatments given, students were able to show an increase in learning discipline and learning motivation. This was obtained from the results of the researcher's observations, qualitatively showing an increase when compared to the initial symptoms shown by students according to the explanation that the researcher had previously explained. The researcher obtained this increase based on the results of the assignment given to the experimental class that the researcher gave according to the material given to the experimental class. Through this assignment, the researcher analyzed what learning processes students could show and what things were obstacles for students during the treatment process. So that through this assignment the researcher can prevent a decrease in results in increasing learning discipline and learning motivation. In learning discipline and student learning motivation are obtained from the distribution of questionnaires. The questionnaire consists of 30 statement items in each statement has a range of 1-5, so the maximum score is 150 and the minimum score is 30. The resulting data obtained are then grouped into five levels of qualification to determine the classification of learning discipline and student learning motivation, the Ideal Mean (Mi) and ideal standard deviation (SDi) of each group are calculated.

The results are the main part of a scientific article, containing: final results without data analysis process, hypothesis testing results. The results can be presented with tables or graphs, to clarify the results verbally. The discussion is the most important part of the entire content of a scientific article. The purpose of the discussion is: to answer research problems, interpret findings, integrate findings from research into existing knowledge and develop new theories or modify existing theories. Data analysis used in this study to test the proposed hypothesis using the One Way Manova test before being used as a hypothesis with the statistical method, first the assumption test of the prerequisites for the hypothesis test was carried out, namely the data normality test and the homogeneity of variance test. If the assumption test is met, the research hypothesis testing is carried out using parametric statistics, conversely if the assumption is not met, the hypothesis is carried out with non-parametric hypothesis testing. Each assumption test is carried out on each group in the study.

The normality test of data distribution is intended to ensure that the sample really comes from a normally distributed population so that hypothesis testing can be carried out. The data normality test in

this study uses the Shapiro Wilk normality test method because the sample is small, namely less than 50. The normality test aims to determine whether research data is normally distributed or not in parametric statistical analysis, normally distributed data is a must and is an absolute requirement that must be met. If the data is not normally distributed, then the research hypothesis testing is carried out using a non-parametric statistical analysis approach. Before we make a conclusion whether the data results in the experimental group and the distribution are normal or not, we first need to know the theory about the basis for decision making in the Shapiro Wilk normality test according to Yulia (2021). Data is said to be normally distributed (symmetrical) in the Shapiro Wilk test if the Sig value > 0.05 . Testing was carried out for each data in each cell, namely: (1) Pre-test learning discipline, (2) Post-test learning discipline, (3) Pre-test learning motivation, (4) Post-test learning motivation. The results of the calculation and significance test of data distribution using the Shapiro Wilk (SW) test.

Homogeneity of variance was tested using Levene's Test of Equality of Error Variance. This test aims to measure whether a group of data has the same variance among the members of the group and to ensure that the differences that occur in the hypothesis test actually occur as a result of differences in the group. This test was carried out with the help of SPSS 23.00 for windows with a significance level of 5%. The following are the results of the Homogeneity test for each treatment. Data were analyzed using MANOVA with a hypothesis prerequisite test consisting of several assumptions, before testing the first problem formulation. The first assumption, the dependent variable must be measurable at the interval or ratio level (continuous). The dependent variables in this study are learning discipline and learning motivation. The second assumption, the independent variable must consist of two or more independent group categories. The Independent Variable in this study is the Cognitive Behavioral Counseling Model Restructuring Technique. The third assumption, the study must have independence of observation which means that there is no relationship between observations in each group or between the groups themselves. The fourth assumption, the sample size must be adequate. The sample in this study consisted of 68 students. The fifth assumption, there are no univariate or multivariate outliers.

Hypothesis was tested using One-Way Manova and One Tailed Significant Test. One Way Manova was used to analyze the differences in learning discipline and learning motivation in students in the experimental and control groups. The test was conducted using SPSS 23 for Windows at a significance level of 5%. If the significance value is less than 0.05, then H_0 is rejected, which means that there are differences in learning discipline and learning motivation in students in the experimental and control classes. The test statistic in the MANOVA analysis used in this study is Hotelling's Trace, because there are only two independent variables and the prerequisites for the homogeneity of variance-covariance test are met.

Test of between subject effect used to analyze the effectiveness of each dependent variable, namely learning discipline and learning motivation. The results of the test of between subject effect for learning discipline, namely the Cognitive Behavioral Counseling Model Restructuring Technique is effective in improving student learning discipline. This is because the sig. value < 0.015 so H_0 is rejected. The results of the test of between subject effect for learning motivation, namely the Cognitive Behavioral Counseling Model Restructuring technique is effective in improving student learning motivation. This is because the Sig. value < 0.05 is 0.011 so H_0 is rejected.

Table 3. The ANOVA Test Results of Learning Discipline Data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	195.557	1	195.557	8.362	0.005
Within Groups	1590.286	64	23.387		
Total	1785.843	65			

Based on Table 3, the ANOVA test results show a significance value of 0.005. This means that Sig. (p value) < 0.05 so it can be concluded that cognitive behavioral counseling Cognitive restructuring techniques are effective in improving student learning discipline. Based on the results of the ANOVA test, the F value was 8.362. To find out the effectiveness of the treatment given, the effectiveness size (ES) formula is used.

Based on the calculations that the results of the effect size test obtained an ES value of 0.687. When viewed based on the criteria for the level of effectiveness in the effect size test, namely $0.2 < ES \leq 0.8$, it is categorized as moderate or quite effective. So it can be concluded that cognitive behavioral counseling Cognitive restructuring techniques are quite effective in improving student learning discipline. The results of the anova test of learning motivation data are shown in Table 4.

Table 4. The ANOVA Test Results of Learning Motivation Data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	195.557	1	195.557	7.701	0.007
Within Groups	1726.743	64	25.393		
Total	1922.300	65			

Based on [Table 4](#), the ANOVA test results show a significance value of 0.007. This means Sig. (p value) <0.05 so it can be concluded that cognitive behavioral counseling cognitive restructuring techniques are effective in increasing student learning motivation. Based on the results of the ANOVA test, the F value was 7.701. Knowing the effectiveness of the treatment given, the effectiveness size (ES) formula is used, as for the results of the calculation of the effectiveness size (ES). Based on the calculations obtained, the results of the effect size test obtained an ES value of 0.658. When viewed based on the criteria for the level of effectiveness in the effect size test, namely $0.2 < ES \leq 0.8$, it is categorized as moderate or quite effective. So it can be concluded that cognitive behavioral counseling Cognitive restructuring techniques are quite effective in increasing student learning motivation. The results of the manova test are shown in [Table 5](#).

Table 5. The Manova Test Results

	Effect	Value	F	Hypothesis df	df error	Sig.
Intercept	Pillai's Trace	0.997	6665.354	2.000	63.000	0.000
	Wilks' Lambda	0.003	6665.354	2.000	63.000	0.000
	Hotelling's Trace	329.998	6665.354	2.000	63.000	0.000
	Roy's Largest Root	329.998	6665.354	2.000	63.000	0.000
Class	Pillai's Trace	0.086	2.963	2.000	63.000	0.020
	Wilks' Lambda	0.972	2.963	2.000	63.000	0.020
	Hotelling's Trace	0.029	2.963	2.000	63.000	0.020
	Roy's Largest Root	0.029	2.963	2.000	63.000	0.020

Based on [Table 5](#), hypothesis test conducted with MANOVA is the result of multivariate test on Wilks' Lambda informs that F value = 2.963, $p = 0.020$; Wilk's $\Lambda = 0.972$. It is known that the significance value of 0.020 (<0.05) is less than 0.05, so it can be concluded that cognitive counseling with cognitive restructuring techniques is simultaneously effective in improving student learning discipline and learning motivation. Based on the results of the MANOVA test in table 4.15, the F value is 2.963. Knowing the effectiveness of the treatment given, the effectiveness size (ES) formula is used, as for the results of the calculation of the effectiveness size (ES).

Based on calculation the results of the effect size test obtained an ES value of 0.408. When viewed based on the criteria for the level of effectiveness in the effect size test, namely $0.2 < ES \leq 0.8$, it is categorized as moderate or quite effective. So it can be concluded that cognitive counseling with cognitive restructuring techniques simultaneously is quite effective in improving student learning discipline and learning motivation.

Discussion

The results of this study have implications for (1) Guidance and counseling teachers in providing guidance and counseling services. The application of cognitive behavioral counseling using restructuring techniques to improve learning discipline and learning motivation in students is one alternative that can be used by guidance and counseling teachers (counselors) in solving student problems related to learning discipline and learning motivation, in order to stimulate counseling to be more active and open in conveying and solving problems experienced ([Nadia, 2022](#); [Zamroni et al., 2024](#)). So far, counselors often have difficulty in choosing a counseling method in solving problems of learning discipline and learning motivation in students. This cannot be denied as one of the reasons why counselees are reluctant to follow the counseling guidance services that are conventionally implemented in many schools today so that the existence of counseling guidance service officers in this case counselors is often not utilized optimally as the purpose of the counseling guidance services in schools ([Elfida Putri et al., 2021](#); [Yulia, 2021](#)).

Counselors can act as facilitators and guides in revealing and resolving client problems. As a facilitator, counselors can facilitate the development of clients' personal, social, learning and career choices. Counselors also act as guides to guide clients during their education at school in order to obtain life provisions that can be used in their current and future lives ([Munawar et al., 2022](#); [Pradana et al., 2023](#)).

Planning and development of counseling models. The results of the study indicate that the cognitive behavioral counseling theory of restructuring techniques is effective in improving students' learning discipline and learning motivation, so it is indicated that it can be applied in schools if students have problems in learning discipline and learning motivation. The application of cognitive behavioral counseling of restructuring techniques has implications for the planning and development of guidance and counseling service models in terms of techniques and procedures for service activities provided to counselees (Adi et al., 2022; Prabayanti et al., 2023). This restructuring technique can be one of the alternative guidance and counseling service techniques that can be applied according to the problems and characteristics of the client in this case is the discipline of learning and student learning motivation. The tendency of the client in obedience to follow lessons affects the development of students at school, besides that it is also supported by the existence of hopes and ideals for the future and a conducive learning environment, so that it allows a student to learn well (Krisnanda et al., 2022; Ricky et al., 2023).

Guidance and Counseling Department Counseling models and techniques that have undergone a trial process through research or the results of researchers' development should be attempted for students in the Guidance and Counseling Department to be applied in order to provide provisions as prospective counselors to have deeper knowledge and experience regarding counseling models and techniques, so that when they later become educators or prospective counselors who are real, they can easily apply them in guidance and counseling services to improve guidance and counseling services at the institution where they work (Putra et al., 2023; Ricky et al., 2023).

This study has several limitations, one of which is the generalization of research results that are limited to certain contexts, such as certain school environments and characteristics of students who are the subjects of the study. In addition, the restructuring technique applied in cognitive behavioral counseling may not be fully suitable for all students, considering that each student has individual differences in response to the counseling methods applied. Despite these limitations, this study has significant advantages. One of them is the success of the restructuring technique in cognitive behavioral counseling to improve students' discipline and learning motivation.

This study also provides valuable contributions in developing a more effective and relevant counseling model for students' problems in schools. The use of research-based methods provides a strong scientific basis for the implementation of this technique in guidance and counseling services. The implication of this study is the importance of implementing restructuring techniques in cognitive behavioral counseling as an effective alternative to improve students' discipline and learning motivation. The results of this study also encourage educators, especially guidance and counseling teachers, to be more open in trying new methods that have been scientifically tested. In addition, this study provides encouragement for educational institutions to update and develop guidance and counseling service models that are more in line with the needs of today's students, as well as prepare Guidance and Counseling students with relevant practical knowledge and skills for their future as counselors.

4. CONCLUSION

The conclusion of this study shows that the application of cognitive behavioral counseling with restructuring techniques is effective in improving students' discipline and learning motivation. This has positive implications for guidance and counseling teachers (counselors) in providing more optimal and targeted services, especially in overcoming student problems related to discipline and learning motivation. In addition, the results of this study also encourage the planning and development of guidance and counseling service models in schools, which can be adapted according to the characteristics and needs of the counselee. The application of restructuring techniques in guidance and counseling should also be taught to students majoring in Guidance and Counseling so that they are ready to face challenges in counseling practice in the future. Thus, counselors are expected to be able to play a more effective role as facilitators and mentors, helping students achieve optimal personal, social, and academic development.

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