

Cognitive Behaviour Group Counseling with Self Instruction and Cognitive Restructuring Techniques to Improve Students' Self Confidence

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Abstract

The lack of method in improve student self-confidence was the background of this study. The researchers was investigating the effect of Cognitive Behaviour Therapy group counseling with self-instruction and cognitive restructuring techniques to improve students' self-confidence. The research method used was pretest and posttest design quasi-experiment, test design repeated measure ANOVA by involving 16 students as sample who were selected by random sampling from 75 students. The results showed that cognitive restructuring and self-instruction technique is effective to improve the self-confidence. After comparing the the result of both techniques, self-instruction was higher than cognitive restructuring technique to improve students' self-confidence.

INTRODUCTION

Self-confidence is a definite feeling in a person in the form of belief and trust in his abilities and potential. This statement was corroborated with a statement that said self-confidence was a positive belief in himself and his abilities (Martins, Monsalve, & Martinez, 2018). People who have confidence will not experience anxiety in every action, can feel free to do the things they like and are responsible for their actions, warm and polite in interacting with others, can accept and respect others, have the drive to achieve and can recognize their strengths and weaknesses.

The negative impact of low self-confidence on motivation and academic achievement was explained (Eggen & Kauchak, 2001). It causes difficulties for him to concentrate and the inability to give proper attention to what they should do. Students who lack confidence believe that they lack ability. A negative assessment of his talent can hamper the effort to be made to achieve the goal. These negative views and judgments cause individuals not to do things optimally. The characteristics of students who lack confidence are; (1) rarely speak, when his friends are enjoying discussion; (2) often go berserk to release anxiety; (3) not talk much (usually responds adequately when asked, such as: "yes" or "no", even just nodding for activities in class or outside class (passive); (4) do not want to ask for help or asking people those who are not well known, (5) close themselves, shame and not have the courage, as when they have to speak in front of the class.

The fact is not all individuals have sufficient confidence. Feeling inferior, embarrassed, reluctant to be an obstacle for students in undergoing the learning process in school and their environment. Individuals who always think that they do not have the ability, feel worthless, is

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a picture of people who have a problem with confidence (Yunitasari & Christiana, 2016). It can be manifest in the form of behavior that is not fair or deviant, for example, inferiority, isolation, low learning achievement. Furthermore, self-confidence is often experienced by children and teenagers of school age with prevalence rates ranging from 4% to 25% with an average of 8% (Deb, Chatterjee, & Walsh, 2010).

Cognitive restructuring technique is a focus of attention on efforts to identify behaviors and change irrational negative thoughts of clients (Cormier & Hackney, 2015). Self-instruction is a technique from the CBT approach which is an exercise to improve self-control by using self-verbalization as stimulation and reinforcement during treatment, self-instruction technique uses positive verbal expressions to reduce negative thoughts and in order to increase control over himself through his mind. The most crucial step in the self-instruction technique is that the individual slowly starts to speak softly in his heart.

Self-instruction training focuses more on helping clients become self-aware to be able to talk to themselves (Corey, 2015). Through the technique of self-instruction, one's negative views about him can be directed to be more positive (Martin & Pear, 2015). Counseling services for the CBT group self-instruction and cognitive restructuring is a form of intervention that will be conducted. Cognitive restructuring techniques focus attention on efforts to identify and change negative thoughts or self-statements and irrational beliefs of counselee (Nursalim, 2005). Cognitive restructuring uses the assumption that behavioral and emotional responses that are not adaptive are influenced by beliefs, attitudes, and perceptions (cognition). Cognitive restructuring helps the counselee to establish the relationship between knowledge and cognition with emotions and behavior and to identify wrong perceptions or cognitions and self-destructive, and replace those perceptions with a more self-enhancing impression (Cormier & Hackney, 2015).

Several previous research found that cognitive restructuring can improve students' self-efficacy (Cristi, 2013), similar to the results of previous study cognitive restructuring techniques can reduce student procrastination (Agustin, 2017), improve assertive behavior (Hasibuan, Purwanto, & Japar, 2018), reducing consumptive behavior (Yuliyawati, Wibowo, & Japar, 2018) and student school escape (Hidayanti & Ja'far, 2017). In the other hand, self-instruction found effective on procrastination (Agustin, 2017; Saputra, Purwanto, & Awalya, 2017), chronic fatigue (Janse, Wiborg, Bleijenberg, Tummers, & Knoop, 2016), improving self-esteem of bullying victims (Rostiana, Wibowo, & Purwanto, 2018) and academic anxiety (Mafirja, Wibowo, & Sunawan, 2018).

The research mentioned before was focused on various research problems, but none of them had studied about self-confidence directly. Therefore, this research intends to determine the effectiveness of cognitive restructuring and self-instruction on improving self-confidence.

METHODS

This study was used a quasi-experimental method, and repeated measures pretest multiple posttest designs, involving 16 subjects selected by purposive random sampling — seventy-five students involved in the pretest. The research design was a pretest-posttest-follow-up, before and after treatment with self-instruction and cognitive restructuring techniques on group counseling. The pretest-posttest results are then compared as a reference to determine the improvement of student confidence.

The experimental group members received the CBT group counseling intervention. This study involved two groups, group 1 (self-instruction technique) and group 2 (cognitive restructuring technique). The research procedure showed in Figure 1.

The data collected with self-confidence scale. The scale consists of 42 items, obtained 35 valid items, then a valid item 35 is tested again and found three invalid items so that the correct items become 32 items. From the results of the validity and reliability test showed that

the correlation in the aspects of confidence and self-ability ranges from 0.883, the lowest is 0.254, r_{ky} highest 0.482, on the optimistic aspect the correlation in the r_{ky} range is 0.883, the r_{ky} lowest is 0.360, the r_{ky} highest is 0.665, the objective aspect is the correlation in the r_{ky} range of 0.883, the lowest is 0.497, the highest is 0.690, the responsibility aspect of the correlation is in the r_{ky} range of 0.883, the lowest is 0.352, the highest is the correlation of 0.670, on the aspect of rationality and realistic correlation in the r_{ky} range 0.883, the lowest is 0.247, the highest is 0.354. The data obtained is then analyzed using the Repeated Measure ANOVA test.

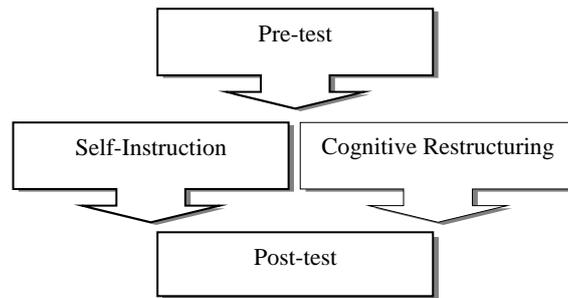


Figure 1. Research procedure

RESULTS AND DISCUSSION

CBT group counseling services self-instruction techniques and cognitive restructuring techniques given in six meetings, then students are given a posttest to determine the development of students' self-confidence, repeated/followed up after two weeks of posttest.

The data from table 1 explained the results of the pretest on the research subject before the CBT group counseling service obtained the mean of the students' self-confidence score of 65.75, after group counseling, the posttest results obtained a mean on 71.75, and the follow-up results obtained mean 75.00. This shows that there is an improvement in self-confidence after being given counseling services by CBT groups with cognitive restructuring techniques. While the self-instruction technique of the research subject before the CBT group counseling service obtained the mean of students' self-confidence 65.75, after group counseling obtained mean 70.75, and the follow-up results obtained mean 75.62, it can be concluded that self-instruction techniques and cognitive restructuring techniques are effective to improve students' self-confidence.

Parameter	Pretest		Posttest		Follow up		F	
	Mean	SD	Mean	SD	Mean	SD	(2,14)	(2,28)
SI	65,75	3,150	70,75	1,281	75,62	2,924	23,56	45,74
CR	65,75	2,915	71,75	1,669	75,00	2,828	22,48	2

Ket : $p > 0,05$, $**p < 0,05$, $*** p < 0,01$

Table 1. Mean, standard deviation and repeated measure anova

Data from Table 1 shows an improvement in confidence after being given CBT group counseling services. $F(2.28) = 45,742$, $p < 0.05$. The results of the mean self-confidence for the self-instruction technique are 65.75 for pretest (O1), 70.75 for posttest (O2), 75.62 for follow-up (O3), while cognitive restructuring technique is 65.75 for pretest (O1), 71.75 for posttest (O2), 75.00 for follow-up (O3).

Level of self confidence with self-instruction at the beginning of the pretest ($MD = -5000$, $SE = 1.476$, $p > 0.05$, self-instruction intervention increased at the time of follow-up ($MD = -9.875$, $SE = 1.584$, $p < 0.02$), at 2 weeks posttest value was given ($MD = -4,875$, $SE =$

1,231, $p > 0,05$), then cognitive restructuring technique was the beginning of the pretest (MD = -6000, SE = 1,134, $p < 0,05$, cognitive restructuring was more improvement at follow-up (MD = -9.2350, SE = 1.650, $p < 0,05$), at 2 weeks of giving posttest value (MD = 3,250, SE = 1,359, $p > 0,05$) (see Table 2). CBT group with self instruction technique shows a higher level of effectiveness than cognitive restructuring techniques to increase students' self confidence. This result accordance to a research that conducted before, it's found that self-instruction more effective than cognitive restructuring despite with different research variable.

Comparison	Self-Instruction			Cognitive Restructuring		
	MD	SE	p	MD	SE	P
Pretest-posttest	-5,000*	1,476	.035	-6,000	1,134	.002
Pretest-follow up	-9,875*	1,584	.002	-9,235	1,650	.002
Posttest-follow up	-4,875*	1,231	.016	3,250	1,359	.144

Table 2. Result of Post Hoc Test

In contrary, this finding has a different conclusion with research conducted by Syarifah et al., they conclude that cognitive restructuring more effective than self-instruction because in cognitive restructuring the participants were asked to have more understanding about the relations between perception and emotion with intended behavior (Hidayanti & Ja'far, 2017).

Cognitive restructuring techniques are also used by Cristi and Muhari in their research to improve self-efficacy in class X students in State Vocational School 1 Mojokerto (Cristi, 2013). A study concluded that cognitive restructuring techniques could be used to improve student confidence (Mastur, Sugiharto, & Sukiman, 2012).

Based on the explanation above, it is essential for counselors to consider CBT group counseling with cognitive restructuring techniques with self-instruction techniques as one of the efforts to use that confidence. Counseling for the CBT group aims to change irrational thoughts and defective cognition to produce self-defeating behaviors (intentional behavior that has a negative effect on yourself (Erford, 2016). Through cognitive restructuring techniques and self-instruction techniques will look at self-confidence as something that is comprehensive between roles on thoughts, emotions, and conditions in maladaptive behavior. CBT counseling helps them to learn their thoughts by representing the contradictions of their beliefs. Cognitive restructuring is a series of research and examines the belief of the counselee to obtain understanding how the belief, rational or irrational with an objective process (Sayre, 2006).

The limitation of this study is only involves student participants, so it can't be generalized to a broader counselee background. The setting of research made the result limited to student only. For further study, it's important to consider the cultural background and demographical aspect of participants. The study would be more informative if researchers could add more variable (cultural and demographical) for future investigation. Furthermore, it is expected to examine CBT group counseling on self-instruction and cognitive restructuring techniques by looking at gender and adding controlled variables.

This research provides alternatives and enrich approach method for practitioners (counselor or guidance and counseling teacher) when have to face students with a self-confident problem. Thus, the counseling services at school should be managed professionally to achieve the objective of the services (Subandi, 2015). It also provides a starting point for the future researcher in conducting further investigation or replication on the same field of research.

CONCLUSIONS

This study was conducted to determine the effectiveness of CBT group counseling on cognitive restructuring techniques, self-instruction techniques to increase the self-confidence of students. The results of the study showed both techniques are effective to increase student self-confidence. Self-instruction technique is more effective improve students' self-confidence than cognitive restructuring. It is essential for counselors to understand the concept of CBT group counseling with cognitive restructuring techniques, self-instruction to improve students' self-confidence.

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AUTHOR CONTRIBUTIONS STATEMENTS

EKC collected data, then formulated a draft of research and prepared further study then discussed it with MEW and SS. The research started with a detailed investigation of the theories and the problems. After all, EKC arranged the procedures of counseling intervention, giving treatment to the samples and wrote the report of the research. MEW evaluated every data were collected by EKC. SS evaluated the initial data and rechecked data of the investigation. Every revision of data was always tested carefully and comprehensively.

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